

college AND UNIVERSITY **business**

JANUARY 1956

The Three Chapels

Challenge to Liberal Education

Survey of Transportation Facilities

Library Expenditure Analysis

Food Purchasing Technics

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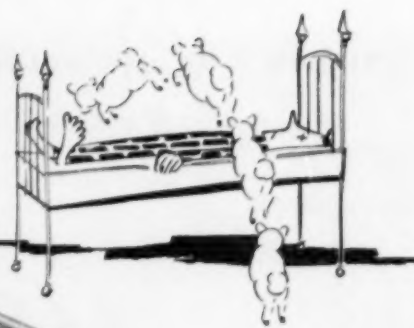
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Among the Authors



Albert C. Jacobs

ALBERT C. JACOBS, president of Trinity College at Hartford, Conn., since 1949, outlines on page 19 the objectives of the fall convocation at Trinity College, the theme of which was "The Challenge to Liberal Education." The significance of the subject and the competence of the leadership were such that we have developed the program into a special 16 page portfolio. Prior to going to Trinity College as its president, Dr. Jacobs served for two years as chancellor of the University of Denver and for two years as provost of Columbia University. A graduate of the University of Michigan, he was selected in 1921 as Rhodes Scholar from that state and, subsequently, received a degree from Oxford. During World War II he served with the rank of captain as director of the dependents welfare division, Bureau of Naval Personnel, Washington, D.C. . . . The HON. HAROLD R. MEDINA, a featured speaker at the convocation, gained national attention and respect when he presided at the trial of eleven top Communists in New York City in 1949, earning the title of "The Patient Judge." He now presides in the U. S. Court of Appeals, Second Circuit. . . . GEN. CARLOS P. ROMULO, Philippine Ambassador to the United States, another convocation speaker, has long and successfully represented his country in international relations. During World War II he was aide-de-camp to Gen. Douglas MacArthur and in 1942 was awarded a Pulitzer Prize for articles on the Far East.



Abram L. Sachar

ABRAM L. SACHAR, president of Brandeis University, discusses on page 35 the religious needs of students at a secular university and relates the evolution of Brandeis University's unique interfaith project, the Three Chapels. Following graduation from Washington University, Dr. Sachar studied at Cambridge University in England. Returning to the United States with a doctor's degree in history, he joined the staff of the University of Illinois. He was one of the founders of the Hillel Foundation movement, which is now established at more than 200 colleges, and for many years was national director. Dr. Sachar has received honorary degrees from six universities, the most interesting of which is the degree of humanities from Illinois Wesleyan University in tribute to the impact he made on Christian students who attended the University of Illinois and were influenced by his courses in comparative religion and in "Books That Changed Our Thinking."



C. C. Greene Jr.

CALVIN C. GREENE Jr., campus engineer and director of the plant and grounds division, University of Florida, presents on page 46 the results of a recent survey conducted by the National Association of Physical Plant Administrators of Universities and Colleges in regard to automobile and bus facilities in day-to-day operations. Mr. Greene has been a member of the University of Florida staff since 1950, and, prior to World War II and immediately thereafter, was a member of the staff of T.V.A. During the war he served as a captain in the United States Air Force, flying the "Hump" from India to China.

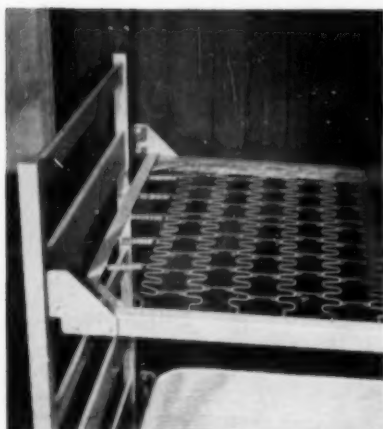


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QUESTIONS AND ANSWERS

Fiscal Year Dates

Question: Is there an advantage in running fiscal year dates from July 1 to June 30 in preference to August 1 to July 31?—S.J., Wis.

ANSWER NO. 1: There is a definite advantage, in my opinion, in running fiscal year dates from July 1 to June 30. The advantage lies in the fact that this period of time is the one most customarily used in colleges and universities and in local, state and federal governments. State and federal appropriations, as well as federal grants for research, usually coincide with the fiscal year of these appropriating governments, which customarily ends on June 30. Educational foundations, the U.S. Office of Education, state departments of education, and accrediting associations frequently seek financial information for the fiscal year ended June 30. Most reports, questionnaires and financial statements are geared to the June 30 closing date. For these reasons it seems advantageous to conform to that fiscal year used most frequently—July 1 to June 30.—CLARENCE SCHEPS, controller, Tulane University.

ANSWER NO. 2: It would be advantageous in any organization if the fiscal year could be set to coincide with a normal break in "business" activity. For colleges and universities, this might come at the close of the summer session and prior to the beginning of the new academic year. The fiscal year might thus run from September 1 to August 31. This is fairly common in a number of privately controlled institutions.

Publicly controlled colleges and universities in general find it advantageous to use July 1 to June 30, since appropriations for operations are most frequently made on that basis. However, a number of both privately and publicly controlled colleges and universities use September 1 to August 31 and others of both types of institutions use July 1 to June 30.

There would appear to be no advantage in a fiscal year of August 1 to July 31 over July 1 to June 30 if a

summer session is involved, since in both instances the year ending time would probably break summer session operations between two fiscal years. If the June 30 date is to be changed, it would appear advantageous to use the August 31 date rather than July 31. However, unless there are specific advantages to a particular college or university in using a date other than June 30 as the end of the fiscal year, it may be preferable to retain a July 1 to June 30 fiscal year. This has been commonly accepted by governmental organizations, as well as commercial and not-for-profit organizations.

The use of a date widely used by other organizations and institutions may facilitate the preparation of reports for other agencies and organizations and also may increase the possibility of comparability of financial data among colleges and universities.—RAYMOND W. KETTLER, controller, Regents of the University of California.

Etiquette in Hiring Staff

Question: What is the proper etiquette to be followed when approaching a staff member of a neighboring institution for the purpose of hiring that individual?—G.L., Mass.

ANSWER: The original contact should be made with the next person in authority above the potential candidate. The inquiry should merely point out that a vacancy exists and that the

employee has been mentioned as one who might be qualified for the position but that no advances have yet been made. Two questions should then be frankly submitted: "Can you recommend him?" and "Would you object to having me contact him to see whether he will qualify, and to determine whether he might be interested?"

Most employers or supervisors are willing for their employees to investigate other possible employment. More important, however, this procedure affords the employers the opportunity to give such employees an increase in salary or a promotion before they threaten resignation, if their services merit such action.

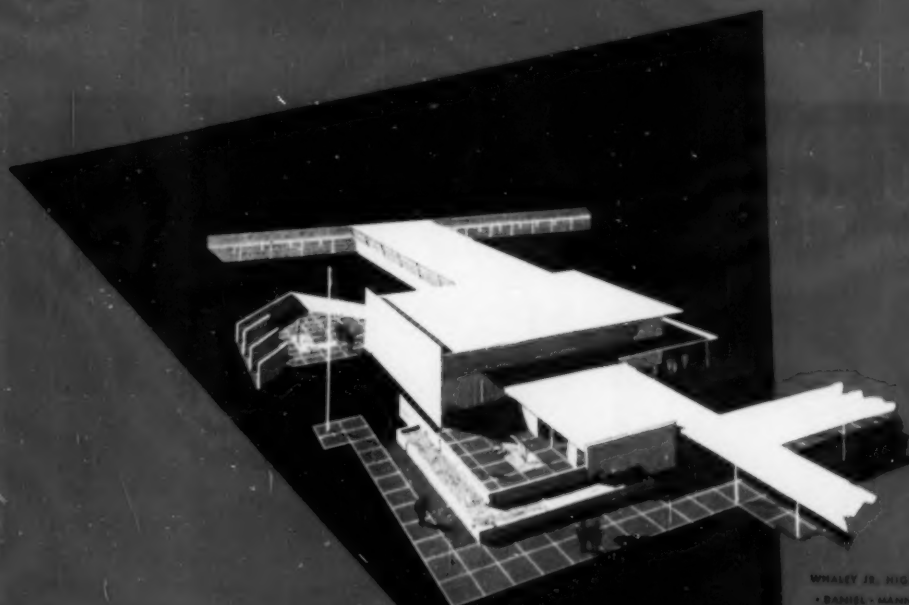
Some employers always will resent any contact that may tempt an employee to change positions. I have recently heard of two cases in which department heads from two different colleges made trips to other campuses to interview specific personnel. In each case, these men paid courtesy calls on those next higher in the administrative organization explaining the object of their visit. In both cases, the employers made it so evident that the visitors were downright unwelcome that the recruiters left without interviews.

Such an attitude seems extremely unfair. Any employee has a right to know of opportunity to advance. He has a right to make the decision to change jobs or not to change jobs, if the opportunity is offered.

In both the cases referred to, the employees who were never interviewed found out about the incidents and have since expressed themselves to me as having no further interest in staying with a man who will withhold such information from them.

I feel that proper etiquette demands that the original contact be made with the employer, but that a cold reception or lack of reply should not further hold back direct negotiation with the potential candidate.—CHARLES W. HOFF, vice president, and director, annual workshop for college business management, University of Omaha.

If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill. Questions will be forwarded to leaders in appropriate college and university fields for authoritative replies. Answers will be published in forthcoming issues. No answers will be handled through correspondence.



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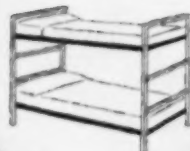


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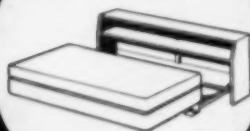
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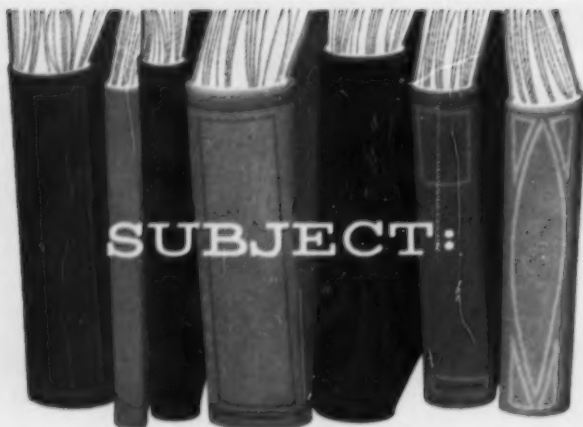
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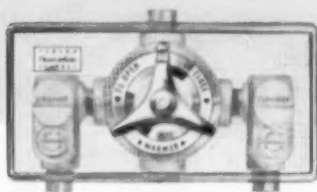
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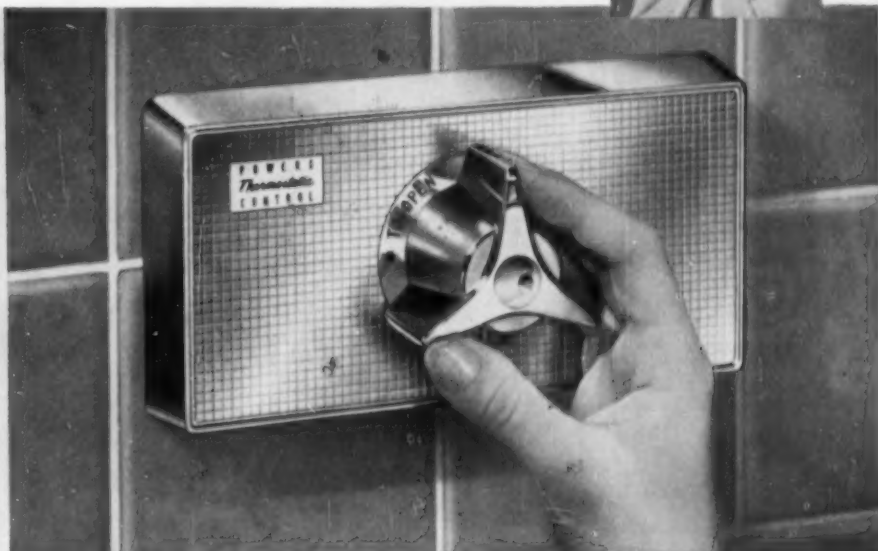


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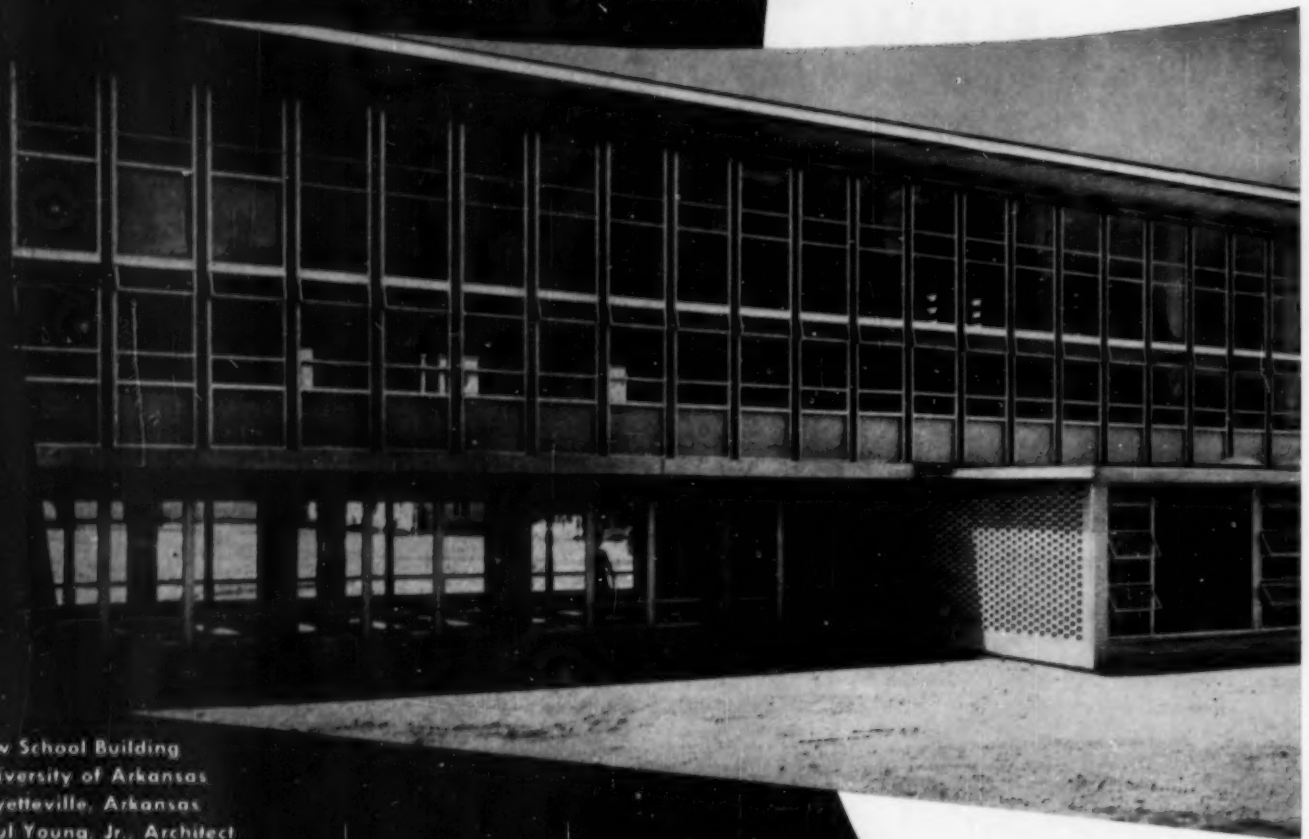
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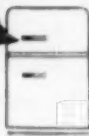
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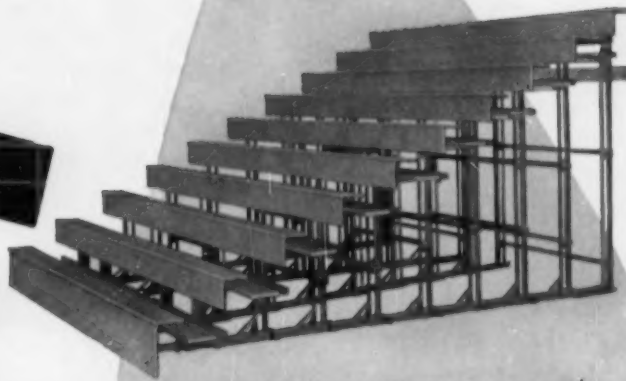
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Business Officers Should Act Now

CHARLES O. EMMERICH

*Business Manager, Emory University
Emory University, Ga.*



THE CURRENT INTEREST IN EDUCATIONAL COST studies and management audits is indicative of the concern of college and university administrators in sound management. Conflicts of philosophies in financing higher education under existing conditions and portents of even greater problems being faced in the immediate years ahead are valid grounds for this stepped-up interest.

Some educational leaders, perhaps representing the extremist point of view, express their concern by intimating that the only way higher education can meet the new challenge is to abandon the idea of advanced education for all or to reduce the cost of education by lowering standards. Other leaders, perhaps representing the majority, are willing to face the new outlook with vigor and understanding, traits of our educational leaders of the past, and with a feeling of sincere hope of finding solutions. All agree that we in America must take a careful, businesslike look at the present cost of higher education before any acceptable remedial recommendations can be made.

The articles on management surveys by Irving Salomon, consultant of the Fund for the Advancement of Education, which appeared in recent issues of *COLLEGE AND UNIVERSITY BUSINESS*, clearly outline the situations that should prompt institutional leaders to consider improving their management programs. Business officers will find it difficult to disregard Mr. Salomon's advice unless they are absolutely sure of the effectiveness of their programs and policies.

The implication that unit cost studies are a threat to academic freedom (so important to our democratic educational program) is *not* shared by all. Neither do all academic leaders agree that cost information will be misused by nonacademic persons or political leaders as a method to delay or hamper educational progress. Many academic leaders agree that the truth in this area, like all truth, will promote rather than hamper progress. College and university business officers are aware of these negative attitudes and often retard their own cost accounting activities in order to

keep from appearing to disagree with the opposition. Such recent studies as the 60 College Study of Income and Expenditures sponsored by the National Federation of College and University Business Officers Associations, the Cost Analysis for Collegiate Nursing Education Programs sponsored by the National League for Nursing and the U.S.P.H.S., the Medical Education Pilot Cost Study, directed by Dr. Leslie W. Knott and sponsored by the U.S. Public Health Service, and the California-Big Ten Unit Cost Study, now in progress, point up the lack of reliable information in nonacademic areas, such as uniform accounting of income and expenditures, intercollegiate athletics, auxiliary service accounting, physical plant costs, library costs and research costs. All agree that a unit cost, per student or per course, cannot be determined without proper allocation of such nonacademic expenditures.

Business officers now engaged in this important phase of institutional management should be congratulated and encouraged. Those who are not yet interested in unit costs, or who are afraid to venture because of internal conflict, should think twice before refusing to give information on nonacademic areas to their academic leaders when they are ready to begin unit cost studies.

The information provided in the recent 60 College Study could be used by any institution as a basis for immediate gathering of useful data for future studies. Such studies would provide information that could be utilized at once to make meaningful comparisons with other schools. Our congratulations are extended to Chairman Ike French and his co-workers in the National Federation of College and University Business Officers Associations, to Walter F. Vieh, consultant with Cresap, McCormick and Paget, and to the Ford Fund for the Advancement of Education for this important contribution, and for their added help in sending copies of the report to the presidents and chief business officers of more than 1800 colleges and universities. We sincerely hope all educational administrators will study the report carefully and will encourage action now.

LOOKING FORWARD

Magnificent!

THE MAGNIFICENCE OF THE FORD FOUNDATION GIFT of \$500 million to America's private colleges, universities and hospitals left administrators breathless. Nothing equal to it had ever taken place in the illustrious history of philanthropy in this country or anywhere else.

It is significant that the gift recognized the place of the teacher, the professor—around whom higher education must be built. The brick and mortar may come later, but where there are no teachers, there is no learning.

Even the tremendous size of the Ford Foundation gift will not solve the fiscal problems of higher education. It does dramatize, however, the confidence with which business views education and should suggest to the general public the proper place of higher education in our society. The proper place needs to be assured by the generous support of the American public.

The College Business Manager

EVERY COLLEGE BUSINESS MANAGER SHOULD BE AN educator, with an educator's point of view and understanding, according to Dr. E. Frederic Knauth, author of the new book, "The College Business Manager," published by the New York University Press.

The author's doctoral dissertation is the result of survey responses received from business officers at 89 liberal arts colleges across the nation in which he asked these officers more than 230 questions pertaining to their work.

There is much in Dr. Knauth's book to merit careful study and analysis. Newcomers in the field will find many of the author's observations to be helpful guides in the operation of a business office.

Challenge to Liberal Arts Colleges

THE AGE OF TECHNOLOGY WITH ITS EMPHASIS ON engineering and technics has threatened the future of the liberal arts idea of the humanities. At the same time, however, the specialist or technician has discovered that the base on which his education was built was not sufficiently broad. He has found it difficult to communicate with, or to understand, those outside his field of specialization.

In college administration the specialist or technician faces a similar hazard. Accountants don't understand personnel directors, and superintendents of buildings and grounds fail to appreciate food service directors.

When a college administrator passes from technical competence to the level of educational statesmanship, somewhere en route he has acquired a breadth of feeling and an understanding that give him insight into the real objectives of higher education.

"The Challenge to Liberal Education" was the theme of a fall convocation at Trinity College in Hartford, Conn. On the opposite page begins a 16 page portfolio which should provoke thoughtful consideration of some fundamental issues facing higher education in a free society.

Pressure Points

QUITE A FEW PRESIDENTS OF LIBERAL ARTS COLLEGES recently have gone on record as opposing any move to enlarge or expand facilities to meet anticipated overflow enrollments.

It is debatable whether such institutions can resist the many pressures that will develop when the student population doubles. Private liberal arts colleges resisted expansion at the close of World War II, but the patriotic pressures resulting from the G.I. bill were such that almost without exception they enrolled students in excess of their normal capacity for housing and feeding them.

The private liberal arts college of limited enrollment will face a serious public relations problem. As the taxpayer is asked to assume a larger and larger state tax to finance higher education, he is likely to look with less favor on private institutions that are not easing his load by their refusal to expand.

Another serious threat to the private college that refuses to expand will be the competition involved in recruiting competent faculty. With a critical shortage of teachers now evident and with no visible evidence of much immediate improvement in the situation, it is obvious that growing tax supported institutions will be outbidding many private institutions in order to have faculty on hand. If the small private college loses out in this competitive situation, it has lost one of its most potent appeals—a high quality of instruction provided on a relatively intimate teacher-student basis. It will take a faculty salary reserve fund of large proportions to make it possible for the small college to compete in a highly competitive market.

The small institution's problem is not so simple as to be solved by refusal to expand. The administrator must be able to recognize the pressure points and be prepared successfully to meet them.

INTRODUCTORY REMARKS

Renaissance of Liberal Arts College

ALBERT C. JACOBS, *President, Trinity College, Hartford, Conn.*

EDUCATION IN THE LIBERAL ARTS always is interested in training the uncommon man—not as man is or has in common with other men—but what he may and ought to become as a unique child of God, with the promise of perfecting his capacities in service to God and man.

Only such a man is the final object of a liberal and liberalizing education. The Communists are interested in the common men, and educate not to liberate, but to indoctrinate—to level all men to the mediocrity of conformity. Our goal should and must be just the opposite: to help create the uncommon man, the moral and spiritual man; the man who will search himself so that he may distinguish the values he considers really worth while. Our goal must be to free and not to enslave, to raise all men to the stature of free sons of God and not bound slaves of the state!

A liberal education brings into the student's life ideals and a sense of values that remain and endure. It teaches that there is more to living than service to self, a purpose beyond self which the educated man should serve, a spirit the world of today desperately needs. These fundamental qualities are left after the student has forgotten specific things he learned.

It is not the primary function of a liberal arts college to train its students to make a living as businessmen, industrialists and doctors, as ministers, lawyers and engineers. But by training persons to live, and to live wisely, instead of to make a living, we are not keeping them from making a living. By any index, "Who's Who" or otherwise, a high percentage of successful men in all walks of life have been trained in the liberal arts.

PROVIDES GENERAL COMPETENCE

The liberal arts can be compared with the trunk of a tree that has many branches. The trunk must be firm, strong and virile before it can support the branches which are the off-shoots from it—the professions and vocations, specialized and advanced study.

During the war and in the years thereafter, the speed and complexity of our environment have continued to increase at an astounding pace. No longer is it possible mistakenly to regard our environment as static. Neither will we fall into the error of thinking that we understand. Perhaps the most important thing we have learned is that we do not understand. The confidence we gain as our knowledge increases is matched at each step with greater humility. In 1955 we understand that we do not understand.

As specialization grows, the individual is necessarily less self-reliant materially. Therefore, more than ever before, it is essential that he be self-reliant intellectually. In a sea of conformity he must find and cling to a rock of individuality, the Gibraltar of liberal education.

Of what is individuality composed? With humility I suggest two qualities: breadth of vision and depth of spirit.

Through its long history the basic concern of the liberal arts college has been these two: breadth of vision and depth of spirit. Recognition today on every hand by business and the professions of the fundamental value of these qualities, recognition that they have permanency and are sufficient, that they are vital while vocational and professional education, important as it is, is not of itself essential, has enabled me to give to my words the confident title "The Renaissance of the Liberal Arts College."

The first post-Renaissance problem of the liberal arts college is one of numbers on the one hand, vastly increased numbers of young men and women of college age; on the other hand, a dire scarcity of well qualified teachers.

In meeting these problems, the individual and standards of excellence must ever be our guideposts. The individual is the center, the focal point of our society; his development to the maximum of his capacities in an atmosphere conducive to superior performance must be our constant goal.

Trinity College in a convocation held last November for four days considers

Liberal Education



To acquaint business officers of colleges with the current views of educators, statesmen, jurists, industrialists, artists and scientists on the liberal arts college, the Editors present abstracts of 15 papers presented at Trinity College convocation.



Judge Harold R. Medina, President Albert C. Jacobs of Trinity College, Gen. Carlos Romulo.



Trinity campus scene

Industry Looks at the Campus

JAMES M. SYMES, *President, Pennsylvania Railroad*

THE CAMPUS AND INDUSTRY HAVE come a long way toward each other—to the advantage of each and to the advantage of the country.

What has brought about this "relaxation of tension," as the diplomats would call it? Speaking broadly, why is it that industrialists no longer consider it a crushing remark to say of a professor that "he never had to meet a payroll"? Why is it that professors no longer think of industrialists as selfish men whose one thought is making money? But it is only accurate to remember that there has been a great deal of mutual hostility, too. It is still more important to remember that much of this hostility has been replaced by mutual respect.

We should note that much of this hostile contrast between campus and industry has not been supplied by each other, but by demagogues operating from outside both camps. We have all seen the type of men who make a career of attacking and vilifying our institutions on one pretext or another. Some have, for a while, even become sort of "heroes" for it in the eyes of some of the public.

I believe it was Ralph Waldo Emerson who made the grim observation that "every hero becomes a bore at last." Americans are too smart to listen for long to a fellow who claims that an operation that produces such benefits as our material standard of living and the jobs to enjoy it is

in some kind of massive and sinister conspiracy. They are too smart to listen for long to a fellow who claims that the thousands of professors who live on modest salaries and the millions of parents who sacrifice to help them give young people an education are not contributing their share to the nation's well-being.

Right there, I suggest, is a key answer to the question I posed but still haven't attempted to answer: What has been drawing the campus and industry closer together? Well, for one thing the benefits each produce have been bestowed on more and more people. Where once college students could be counted in thousands, they are now counted in millions. Where once the employees of industry could be counted in millions, they are now counted in tens of millions; where once the industrial payroll could be measured in hundreds of millions, it is now measured in billions. Assuming an education and a productive job are valuable things to have—and that's not a difficult assumption to make—both the campus and industry have been contributing mightily to the well-being of America, and they simply had to study each other.

But that is only part of the picture. As separate entities, each has been understanding more and more clearly the need of help from the other if it is to do its share of the job properly. Industry has in the past looked on the campus as the source of supply chiefly of trained technicians—engineers, chemists, lawyers. But with the expansion of industry, and the resultant need for leaders at all levels, it has become increasingly clear that an engineer who knows only engineering, a chemist who knows only chemistry, a lawyer who knows only law is not likely to be much of a leader. He must, in the old phrase, be "well rounded," or, as we would say nowadays, both trained and educated. Otherwise he is likely to be one more example of the personal tragedy we see happen so often in an advancing company—his technical skill takes him up to a certain level, but his lack of general education, sound judgment, and ability as a leader, his failure to see the company's business except in terms of his particular technical skill halts him there. Nor is the tragedy confined to him; the company loses the full benefit of a brilliant mind.

Industry is looking more and more to the campus for men who are both trained and educated. Nor is that all—industry is looking more and more to the campus for men who are just plain educated, who have been taught to see, to think, and to reason.

Thirty or so years ago, in dedicating the new Harvard School of Business Administration, President Lowell of Harvard remarked that "business is the oldest of professions and newest of the arts." At the time the remark caused its share of merriment in industry. I think it would not today. Too many people, including industrialists themselves, have come to perceive the creative nature of industry and the usefulness of creative-minded people in it. For such people industry looks to the campus, especially the campus of the liberal arts college.

On the other side, the campus is becoming more and more aware of its stake in industry. Colleges are not money making enterprises. The wealth they create is of the mind and spirit. But that wealth is a very great national resource. Industry, on the other hand, does create wealth in the form of material things; a company that doesn't make money automatically disappears from the roster of industry. The connection between the two situations is clear. Without industry creating material wealth, there can be no taxes for tax supported colleges, no income from the stocks and bonds in the private college's investment portfolio, no corporate gifts, no fields of alumni and friends for colleges to harvest.

Similarly, the campus has a big stake in industry as a market for its

products. It is not enough that there be jobs available just for their technical graduates; there must be jobs for their men and women that have the training and the intellectual potential to become leaders.

Last and by no means least, industry and the campus see themselves as more and more joined in the common job of keeping America both strong and free. Hitler's ascendancy in Germany was not complete till the spirit of learning and of free inquiry in the great universities was crushed. Sometimes we tend to look on that war as a contest between the industrial might of America and that of Germany, reinforced in each case by a few million soldiers and a few thousand scientists.

I think you and I can agree we had an ally that Germany lacked because she had crushed her universities and the spirit of free thinking for which they stood. We had the extra power that comes with freedom of spirit and intellect. It is good to know that if a third world war must come, we shall, thanks in great part to our colleges and universities, have that ally again.

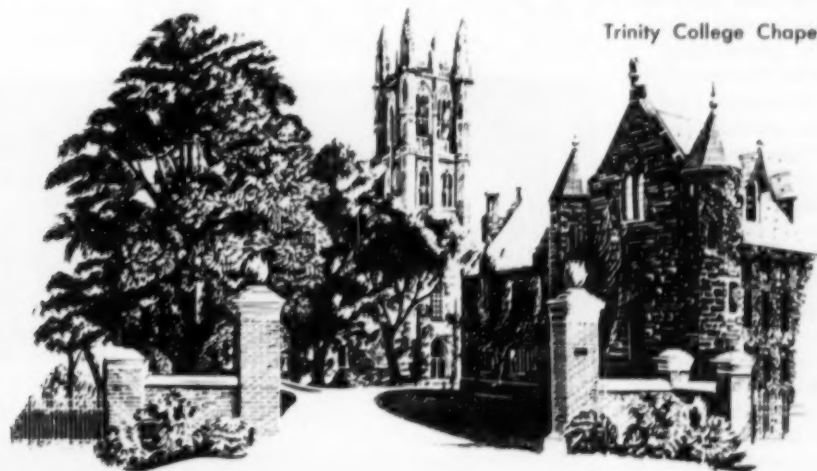
Before leaving the subject of interdependence and understanding between campus and industry, I should like to tack on a brief footnote in regard to my own company. I don't know how much you associate railroads with higher education but it might interest you to know that 87 per cent of our top officers are products of the campus, and 80 per cent of our next rank of executives. As a sidelight to this I might add that the average age of these men is around 53 years; this means that they began



James M. Symes

work about 30 years ago, when college attendance was far less general than now. Like so much of the rest of industry, we also are sending some of our younger officers back to school. We turn again to professors to give these selected employees and junior officers further insight into their jobs and into how to do bigger jobs.

One of the challenges to our industrial civilization is the need to develop men who know industry, who know industrial problems, and who are willing to volunteer the value of their knowledge and experience in the public interest—whether it is in Washington or in the communities in which they live or in the trade associations where leadership cries so loud for business statesmanship rather than for selfish advantage. And just as this is a challenge to the leaders of industry it is a challenge to the presidents and professors of liberal arts colleges—theirs is to bring up men and women who will help industry and government reach conclusions based on objective analytical thinking.



Trinity College Chapel

All Freedoms Are in One Package

DANIEL A. POLING, *Editor, Christian Herald*

TODAY, AS PERHAPS NEVER BEFORE in our history as a nation, all the freedoms—freedom of speech, freedom of assemblage, freedom of the press, freedom of worship, all freedoms—are in one package. And the package is on fire!

These freedoms are guaranteed by the Constitution of the United States and under the Bill of Rights. You and I may hold a particular freedom as of first or primary importance, but if we are good Americans and, indeed, if we would save and serve "each his own," we must defend them all.

That ideas can neither be chained nor imprisoned is a sound principle of liberal education, and if men may not give expression to their ideas, then they are not free. It is as simple as that. But frequently it is also very difficult!

But are individual rights, your rights and mine under the Constitution and under the Bill of Rights, sacrosanct—are they the final and ultimate rights in a government such as ours, or must they, along with personal liberty which is sacred, be also subordinated to public welfare, second to freedom itself? Recently, in answering the equivalent of this question, a public commentator said: "As if any individual rights could ever supersede the right of the state to protect itself against treason!"

In recent weeks there has been a veritable flood of petitions, broadcasts, letters and speeches denouncing Congress, the attorney general and, by inference at least, the Supreme Court itself, because, in the opinion of these proponents, certain individuals—and, at the most, not many—have been deprived of their "rights." I say "in the opinion of these proponents" because, in the opinion of others, and I include myself among the others, the ones mentioned have not been so deprived. But some of the finest minds in America and a few of the most sincere have associated themselves with these denouncing documents and releases. Perhaps the shocking revelations in the latest British "white paper" and the documented story of the

treason of Burgess and Maclean have slowed down this flood.

One thing stands clear above all the confusion: Not one word have I found in all this condemnation of government agencies, not a single word attacking those other evils—

subversion, treason and the philosophy of Communism.

In lower Manhattan is a memorial to another American, a young man, a Yale graduate who, 175 years ago, died for liberty. On this memorial, chiseled into the stone, are these words: "I regret that I have but one life to give for my country." Nathan Hale believed in freedom, believed in personal liberty. He was a free man who had enjoyed the finest liberal education of his day. Also he believed that personal liberty was second to freedom itself, and he died accordingly.

The Risks Are Worth While

SIR PERCY SPENDER, *Australian Ambassador to the United States*

AT NO TIME IN HISTORY HAS THE influence of men and women nurtured in the great Western traditions of freedom of thought and inquiry been of more importance than today. The young persons graduating from our colleges now reach early adulthood at one of the great testing times of Western civilization when material standards have blurred the spiritual basis upon which all life should rest, when only too few understand, except but dimly, that the Western civilization of which they are a part has its roots deep in Christian principle. If these roots are allowed to rot all the things for which Western civilization stands are in peril of destruction.

There is a need for us to ensure that we preserve the principles of liberty and freedom upon which this and other countries of like mind are founded and, while doing so, to be sure that in our fight to hold to these

principles we do not ourselves introduce some other form of tyranny. To quote John Stuart Mill: "There needs protection also against the tyranny of prevailing opinion and feeling; against the tendency of society to impose its own ideas and practices as rules of conduct on those who dissent from them."

If we want liberal opinion to be one of the products of liberal education we must be prepared for and accept the eccentricities which it surely encourages. I mean, in the spirit of Mill, eccentricities which do not affect the rights of others and are not subversive of the basic institutions of one's country to which every individual owes primary and overriding duties. I do not concede that the monstrous eccentricities of the current threats to world freedom come under this heading. They are surely eccentricities which have as their aim



the subjugation of the individual, and under the cloak of supporting freedom would deny it to others.

The question of freedom in the academic world is but one aspect of the general freedom. Amongst academic men and women courage in defending liberty, courage in expressing their points of view, courage in advancing perhaps unpopular opinion, courage in criticizing ideas, concepts and laws where ground for criticism is held to exist, courage both in advancing novel views as well as in seeking to scrutinize old shibboleths are attributes especially called for. This is a charge of especial importance for, if in the universities that courage is lacking, learning will dry up and seats of culture will become mere teaching institutions. It is also a charge to see that the very best in ideas on liberty and freedom are given to our students.

History has shown that individual freedom within a state has been strongest when that state itself was free and secure in its relations with other states. Though we live in a century of international insecurity our best hopes lie with the encouragement of individual freedom, and I see no better way to its preservation than in the promotion of liberal principles of education.

The university must play the leading part in safeguarding liberty of thought and expression. The vitality and influence of the university depend, in turn, upon the freedom with which the widest range of conflicting views can be brought into spirited and open competition.

Freedom to teach the necessity for the ceaseless search for truth and knowledge is the essential function of the university. Shed the light of truth and the spurious teachings which menace freedom must surely wither.

I conclude with this thought: that freedom involves a calculated risk to the established order of things by permitting, indeed encouraging, through a liberal education the constant questioning of our own values—of course at all times within the law which binds us all.

The democratic faith is that the risks are worth while and must inevitably benefit the community through the exercise by the individual of his freedoms of thought, speech and assembly.

The democratic faith is that liberty is an educator in moral responsibility.

Education's Essential Job

ORIE L. PHILLIPS, Chief Judge, 10th Federal Judicial Circuit



Judge Orie L. Phillips

OVER THE COURSE OF THE LAST HALF century, we have witnessed the emergence of a highly industrialized and interdependent society with component elements of conflicting forces. Pressures from these developments have tended to diminish the freedom of the individual to accomplish what is thought to be for the general welfare.

The awakening, long overdue, of a social conscience and a desire to improve the lot of the so-called common man through social legislation has tended to intensify the desire of the individual citizen to obtain an increasing degree of economic security. These objectives, which are certainly worthy ones, have in a degree tended to encourage growth of the idea of the supremacy of the state over the status of the individual.

The concentration of power and growth of centralized authority in our great national industries and in the nationwide labor unions has tended to induce conformity and acquiescence.

Like pressures are being manifest in the field of education. We see the effect of organized pressure groups, of mass media of communication, like the continuous day-to-day outpourings from radio commentators and writers of daily news columns, which tend to make mediocrity the accepted standard and to reduce the intrinsic importance of the individual and individual thinking.

The two great wars, the desperate experience of the great depression, and the threat of atomic and hydrogen warfare have tended to bring about

what seems to be an all-pervasive craving for security, both economic and in the international field, even at the price of surrender of individual rights and freedom.

The emergence of the totalitarian ideology encompassing many nations and many places has created an aggressive force in the world and, in our desire for peace, I fear we are prone to forget the continuing wrongs and injustices and the plight of subject peoples. A peace that even impliedly sanctioned those things would be a false and unenduring peace.

Totalitarianism places under attack every primary value and every freedom of the individual, long treasured by Anglo-Saxon and Western civilization. Yet I fear the threat of this pagan and materialistic ideology, with a total disregard for the truth and the rights of the individual, based on the concept of the supremacy of the state over the individual, is having its impact.

What is the rôle of liberal education? Is it not constantly to teach the values of these essential freedoms, to contrast the American with the totalitarian concepts and the results that flow from each as they affect the free man? Is it not to teach students to think for themselves and to refuse to be satisfied with any standard of mediocrity; to appreciate spiritual values and the homely virtues; to be unwilling to surrender freedom and principle for security, either economically or internationally; to teach them that with the freedoms that our system affords come correlative duties and obligations, and, finally, to train youths for constructive leadership?

My own opinion is that this essential job is being well done in the field of liberal education. I think this is especially true in the independent educational institutions of America. I do not want to be understood as criticizing government supported institutions, but I think there is greater freedom for thought and expression in the independent institutions.

In these days of propaganda and political strife, is anything more important in our national life than the cultural development and moral growth of our young people?

A Critic Defines Word "Creative"

LIONEL TRILLING, *Professor of English, Columbia University*



Lionel Trilling

FIFTY OR SIXTY years ago the American college stood in disrepute.

The objections that were made to the American college were partly intellectual,

and insofar as they were intellectual they were largely justified. For I have no doubt that the standard of instruction in almost all American colleges was far below what it should have been, far below what it is now.

But chiefly and essentially the objections were practical—the practical objections of the business civilization of that time and of the expanding middle class of that time. A business civilization saw a college education as a period of mere idleness, of unearned and undeserved leisure. A family rising into the middle class did not want the expense of the four years of a college education before its sons should begin the professional studies that would establish them in a new social status. College was a waste of time, and the college boy was a national joke.

Then, almost suddenly, this attitude reversed itself. I know of scarcely any event in our cultural history that is more significant than this change, which took place only a few decades ago. I haven't time to speculate even briefly on how the change came about. It wasn't a fortuitous or an unconditioned change; practical considerations helped bring it about. But practical considerations will not explain the change entirely—it really *was* a change of mind, a change of heart, of the American people. Within a short time the American college established itself in the affection and imagination of Americans in a way that could not have been predicted.

This new and very lively feeling about liberal education which issues in, among other things, an occasion like this never before existed.

But let me go a little further in trying to suggest the historicity of this occasion: We are the people who

link the word "creative" with the idea of a liberal education. This word "creative" is not exactly a new word in the English language, but it is new in our large, free, general use of it. I myself am old-fashioned in my feeling about the word. I try to use it as little as I can because I think it a very powerful word, or I try to use it in a very restricted sense. . . .

And yet we must be very tender to the new general use of the word. There lies in it something that is real and important—nothing less than the modern dissatisfaction with a way of life that

is merely acquisitive or merely competitive. I am not inclined to take a rosy view of the modern world or its cultural or spiritual condition. Yet it is a characteristic of our age that people should intensely desire for themselves the life not of acquisition, and not merely of work, not merely of doing, or even of making, but that they should want for themselves what is implied by the life of the artist—the disinterestedness of his work, the commitment to it, the joy of making something exist where nothing existed before, different from anything that existed before. In our culture, we always say, the artist is not truly honored. Perhaps not—but he is envied, and the word that signifies his activity has been appropriated by the world.

I speak in very general terms, as befits a chairman. Those who follow will speak more particularly, perhaps more passionately, as befits their more particular relation to our subject.

A Scientist Aghast at Science

PERRIN H. LONG, M.D., *State University of New York*



Perrin H. Long, M.D.

WHETHER ONE likes it or not among all of creative men, scientists, and scientists alone, have plumbed the secrets of the formation of the

universe. In a cooperative and cumulative effort that has utilized the scientific knowledge of the last 200 years, scientists have solved the problems of the release of energy, which means power, and through the recent discovery of the anti-proton, the creation of mass, thus confirming Einstein's famous mass-energy equation which says that energy can be converted into mass, and mass into energy.

To a few, the terrifying import of what man has done holds them constantly aghast. To the many who have little understanding of the force for good or evil which the scientists have unleashed, this is just another example of progress or, to use a popular term, "The March of Science."

As scientists in a sense have become creators with or without a liberal education, in my mind the great problem today is what form of liberal educa-

tion can be devised so that the uninformed, the selfish, the nationalistic, the racist, the dictatorial, or the fanatical political man does not destroy mankind.

It is within man's power. To my mind it is specious in these times to debate proposed systems of liberal education which will produce "creative" men, when the educational systems of the past and present have produced creators whose knowledge of the universe and its forces has placed civilization, as my colleagues and I would want it, in frightful jeopardy from the whims, the lack of understanding, the stupidity, or the ambitions of a man or men who have the authority, seized by them or granted to them by un-understanding people, to destroy the world.

We should see that our educators, our social and political scientists, our humanists, our historians, our scientists, our schools, colleges and universities are developing programs to produce the kind of people who have integrity, who have demonstrated leadership, who have an understanding of their responsibilities, so that the very existence of the world will not constantly be imperiled.

A Musician on Order and Harmony

RICHARD FRANKO GOLDMAN, *Composer, Julliard School of Music*



Richard F. Goldman

I BELIEVE THAT we must not confuse the Creative Man, as we tend to do, with the Inventive Man, the Ingenious Man, the Energetic Man, or the Reflective Man. These are all admirable, but incomplete. The Creative Man is rather more than the sum of them: He is inventive, ingenious, energetic and reflective, but he unites these qualities and directs them to very special ends, which we describe as esthetic, and which may be moral.

The work of the artist is often described as impractical. It does nothing tangible, like gasoline, electricity or atomic energy; it merely changes man. This is the small thing that is usually overlooked by those who take pride in calling themselves practical, realistic, or possibly even scientific. And it is this small thing that is often overlooked in education, which, I believe, depends upon it almost exclusively.

Without the artist, education is simply not possible, for it is the artist who provides the materials, perhaps the *only* materials, on which education can be based. These materials are what we call works of art—painting, poetry, music—and they constitute the most real part of man's knowledge of himself.

I suppose that this seems to indicate an astonishing ignorance or intolerance on my part of man's empirical, scientific, speculative and historical knowledge and a rather lofty scorn for his search for knowledge. We do, I suppose, all make the assumption that education and knowledge are in some way connected. We tend, in fact, to feel that education aims at the increase and dissemination of knowledge. But education, liberal or otherwise, should be much less concerned with the extent of knowledge than with its use.

The knowledge of the artist is the only absolute knowledge that we possess and provides the only terms by which we can order other knowl-

edge. The artist's knowledge must therefore *precede* other experience, investigation and the acquisition of learning. The arts are involved with man's knowledge of himself and of his world. This knowledge is not symptomatic knowledge (as the psychologist's) or analytical knowledge (as the scientist's) or reflective knowledge (as the philosopher's). Perhaps it is—Schiller, and Plato before him, thought it was—a kind of physical, logical, moral and esthetic knowledge, in which the categories are not separable but which combine most happily toward the development of free, liberal, educated—and perhaps even good and beautiful—men.

(The wisest things said about education have been said not by teachers but by artists. Plato was an artist first, philosopher second.)

ART AS BASIC OF EDUCATION

Schiller proposed, some 160 years ago, following Plato, that art should be the basis for education. In our own times, Sir Herbert Read has had the inspiration to follow this doctrine with faith and belief. Let us examine for a moment just what this faith and belief amount to. In the "Protagoras," Plato declared that "the life of man in every part has need of harmony and rhythm." It is through art that our perceptions (including those of harmony and rhythm) are trained and our sensibilities cultivated; it is through art that we best derive Ideas of Order, Ideas of Harmony, and Ideas of Perfection. It is through esthetic discipline that the inclination toward Order and Harmony becomes a part of man, and it is therefore through art that man may yet learn to use the knowledge that he may acquire. Schiller explicitly suggested that through the esthetic discipline morality should become a natural inclination (*Neigung*), rather than an arbitrary code enforced by law (*Gesetz*). And it is through morality and taste, interacting, and both cultivated esthetically, that we arrive at our ideas of value.

It seems to me that this is a sound thesis, and that the training or development of ideas of order, of value—

ideas of this kind—must take precedence over any other ideas of education. Upon them education can flower.

Herbert Read gives us this: "Plato meant exactly what he said: that an esthetic education is the only education that brings grace to the body and nobility to the mind, and that we must make art the basis of education because it can operate in childhood, during the sleep of reason; and when reason does come, art will have prepared a path for her, and she will be greeted as a friend whose essential lineaments have long been familiar."

GRACE, NOBILITY

Grace to the body and nobility to the mind! Let us examine our conventional ideas of education in terms of the pursuit of these ideals. Let us see if it is not education through art, which combines the sensory and the logical, the physical and the intellectual, the esthetic and the moral, which best conduces to these ends. Art represents the harmony of experience and imagination; it is, like reason, in Coleridge's phrase, "an antecedent light" without which all the materials in the world are useless, "for you cannot find them, and if you could, you could not arrange them."

The work of the Creative Man, the artist, is our guide to arrangement. It is better guide than logic, for it includes more than logic. It is better than imagination, for it encompasses more than imagination. It is, of course, true that we must allow for preference, and for qualitative differences, in art itself. It is only in the greatest accomplishments of art—and we are not at very great variance as to what some of these are—that one finds complete fulfillment of everything desired, or everything potential. Works of art may be called great as they approach this completion; and the more nearly they approach it, the more difficult they are to talk about.

One of the most difficult pieces of music in our tradition is the C Major Symphony—the "Jupiter" of Mozart. More than 100 years ago, the musical historian Ambros asked whether the world possesses anything more nearly perfect than this work. Time has hardly minimized his estimate.

To the musical person nothing is easier to understand; to the unmusical nothing is harder to explain. The world of this symphony is actually defined by music, but not described by it. In a way its form, or forms, and

its contents are not only inseparable but are without relevance to things other than themselves. And yet we know that they are relevant to us, for this music is intensely human, though not bound by human experience. We cannot relate it to events or things or meanings, or equate it with common experience, of a high and rare order, with which this music deals. It is also inexhaustible experience, which speaks to the mind as well as to the ear. Each hearing reveals something new and conveys another relevant meaning or extension to the mind. It makes no allusions to anything but itself; and yet it involves us in its

sound and in its syntax, and impresses upon us that it is a mode of being; it reveals to us the very Idea of Order, and teaches us how to think as well as how to feel.

Mozart himself was not what we would call an educated man. Neither was Giotto. Nor Beethoven. We cannot explain this kind of creativeness, but we may as well admit that it is not education that brings it forth. On the contrary, it is this phenomenon, the Creative Man—arising perhaps only by grace—who is our antecedent light: the medium through which the materials of liberal education are finally discovered.

when greater need existed for a firm grasp of values than the present.

We require, as Dr. James B. Conant has pointed out in his introduction to "General Education in a Free Society," to "be concerned . . . with the words 'right' and 'wrong' in both the ethical and the mathematical sense." For that, modern life and our pattern of education have hardly seemed to prepare us. The new importance of general education is precisely that value judgments in the fields where they guide the life of a nation, and indeed the future of civilization, are no longer limited to the range where once they could be, and were, exercised by the handful of persons trained in the great tradition.

This leads us close to the theme of other sessions in this convocation and beyond our proper scope, but the point to note is that architecture and all the arts derive their content from the character of life around them and their importance in the scale of human history from the diffusion and quality of the culture in which they are shaped and which they can only reflect with whatever brilliance the chance emergence of individual genius provides.

An Architect Asks More Than Technics

ROBERT B. O'CONNOR, *Architect, O'Connor and Kilham, New York City*



Robert B. O'Connor

IN THE GREAT periods of artistic creation all men have shared, in a very real sense, in the esthetic continuum that distinguishes their time. The artists

are those whose heightened sensitivity and skill give them the peculiar power to distill from the common spirit of their age those forms most clearly characteristic of their culture, and where that culture has been keen in its perception and compelling in its ideals the resulting standard of art has invariably been high.

What was it in ancient Greece or in the Italian Renaissance so much as the enthusiasm, the critical judgment, and the sense of participation of the average man in a mutual undertaking of instant and boundless import that produced the soil from which those superb flowerings of genius grew? Whenever, on the contrary, unity of purpose and clear conviction have declined, so have the artist's power and persuasiveness.

In the early years of the modern movement in architecture there was endless talk of Functionalism as if Louis Sullivan or Frank Lloyd Wright or the Bauhaus had suddenly discovered something new in history and through it had brought new dimensions to their art. The truth is: There

never was a serious architecture that was *not* functional. Whether it was great is another matter.

The difficulty, indeed, with architecture is the dichotomy inherent in it since it first became an art, between building as technic and building as esthetic expression, between the skeleton and the life. So far has modern invention gone in providing a well-nigh endless choice of materials and structural methods, and so complex have become the necessities of the mechanical services, that we have come to mistake the bare coordination of technical detail for the whole art of architecture.

NO ESTHETIC DEPTH

It is because of this possibility of producing architecture of high technical efficiency without any effective claim whatever to esthetic depth that we see such thinness, such uncertainty, and such lack of emotional impact in architectural design today despite an unparalleled surge in the volume and virtuosity of construction.

Success in the one aspect and failure in the other epitomize the modern life our architecture reflects. With brilliant achievement in science and technology our mechanomorphic society has almost lost touch with all that conduces most to emotional balance and spiritual enrichment; with everything, in short, that has contributed qualitative values in the struggle for human growth. Yet there never was a time

MUST ENLIST WHOLE CAPACITIES

When, therefore, we consider the situation in the arts today we are led inevitably to the character of the society in which we find ourselves. The need in both, as well as the one great promise for the future, lies in a keener sense of the "better" and the "worse" to match our knowledge of the "how." We can only develop and sharpen that awareness of qualitative differences in the same way that it has been done for 2000 years, by constant and intelligent exposure to the whole gamut of problems which have beset mankind as human beings since the dawn of history, and confrontation with the finest thought that has been brought to bear upon them. In a word, by a truly liberal education.

Reliance on technology and science and on training, however thorough, in the analytical method is not enough. Nor is even a knowledge of all the facts of history and the arts. "The tree of knowledge," as Ruskin says, "is not the tree of life." We must again enlist the whole capacities of man, the emotional as well as the intellectual, the intuitive as well as the analytical. And we must regain that firm sense of purpose without which change ceases to be progress and creation loses all feeling of joy and fulfillment.

Educator Sees College as Art Patron

E. WILSON LYON, *President, Pomona College, Claremont, Calif.*



E. Wilson Lyon

WE HAVE COME well through the uncertainty and confusion into which we plunged ourselves when at the beginning of this century liberal education began wholesale departure from the classical program. Some of us who received B.A. degrees in institutions and at times when Latin and Greek were required now look back with the feeling of having lived in two educational worlds. From the discussions of the past generation we are now agreed that the contents of a liberal education are history, literature, philosophy, language, the social sciences, the sciences, and the fine arts.

But a liberally educated man will not be produced by simply exposing him to all these subjects or some assortment of them. Many of our inclusive survey courses or even our lower division programs fail to give the students the meaning of liberal education they were intended to convey. We cannot secure liberal education by simply setting up a group of neatly balanced courses, exposing the student to them, and assuming we have done our job. As Alfred North Whitehead wrote: "The important thing is to develop in the specialist a seeing, aware, wide ranging habit of mind." This wide ranging habit of mind is the essence of creativity.

IS NEW COLLEGE FUNCTION

The college's rôle in developing such a habit of mind has been strengthened by the new place which the arts have found in the curriculum. The college has become a patron of the arts, thus succeeding to a new function in our society. As Paul Engle, the Iowa poet, says, the college or university as a patron is "more independent than the state, more stable than the individual." Today on college campuses we find such distinguished writers as Robert Penn Warren at Yale, Wallace Stegner at

Stanford, Mark Schorer at California, and Archibald MacLeish at Harvard bringing a new creativity to literary studies.

AMERICA'S CHANCE

Our colleges on the West Coast are very cordial to the inclusion of applied art and applied music in the regular academic program. Our experience has been that the inclusion of these areas in the college curriculum has been elevating to the student's concept of the arts and enriching to the college as a whole. The student of art or music has the stimulus to

thought from other studies, and in turn the scientist or social scientist is made to see and feel the indispensable elements of creativity.

One thinks of Creative Man in terms of the power and beauty which Michelangelo brought to his figures in the Sistine Chapel. The new worlds into which the leaders of our generation can explore are both more wonderful and more terrible than any we have known. Before us can lie a golden age if we can develop in modern men a creative force, both in their own professions and for society, endowed with a sense of social responsibility and spiritual understanding. Because of our position in the world America has an opportunity rarely shared by any nation. Our ability to use this great chance for the elevation of humanity will be greatly determined by the ability of our colleges to produce creative men, enriched in spirit and dedicated to the noblest ideals of human service.

A Poet Speaks of Tolerance

RICHARD EBERHART, *Poet and Lecturer in English, Princeton University*



Richard Eberhart

THE ESSENCE OF a liberal education is tolerance. It does not mean that you cannot make up your mind and hold views strongly. It does mean that you must have the balance and scope of mind to entertain seriously many sides to a question, not conclude from *a priori* views, but conclude, if you want conclusion, from reason, thought, emotional evaluation and experience.

Now to personal statements. I was a Midwestern boy who was educated at Dartmouth, Cambridge University, and Harvard.

I wish to make three points, in an ascending scale.

First, when my father wanted me to go into business after graduation from Dartmouth, it was a liberal education which dictated events. Liberalism allows one to see many sides to a question, to be tolerant, and not to hold absolutist views.

I thought it reasonable to give business a try because of my father's reasonable wish. I went to the basement store of Marshall Field & Co. in Chicago and became a floor walker. Rather than walk, I was required to stand in one spot and direct the mob to various counters. I was also required to help the advertising manager to write copy for 1 inch ads in the local papers. The amount of ingenuity available to two-sentence presentations of the fabulous qualities of toothpaste or panties was somewhat limited. From college heights of reading Schopenhauer and Nietzsche, Sophocles and Shakespeare, I stood day after day directing the mob to toothpaste and shoestrings.

It was even suggested by my superiors, although I recall this fuzzily, that if I stayed for 20 years I might get to be a vice president!

A liberal education saved me from this fate. After half a year or so, having won my strong-willed father over to my iconoclastic views, I set forth around the world, working my way on tramp freighters. I entered Cambridge University, somewhat astound-

ing my elders, not one of whom had seen a young student enter the portals of St. John's College off the windy hatch of a copra-carrying tramp ship.

The moral thus far is that a liberal education taught me to kick against the pricks, not to accept anybody's say-so but in every urgent matter to find out for myself.

WHAT IS WORTH FIGHTING FOR

Next, a liberal education taught me what was worth fighting for and what was not. About 25 days out of San Francisco on the first tramp freighter, nearing the coast of China, the tempers of the men became ragged. Fights ensued. I saw teeth knocked out on the deck, burly fellows whacked by harsh fellow blows. I could easily have been drawn into such fights myself, but I attribute to a liberal education not only an instinct for self-preservation but the motivation of an Olympian view. Consequently I went below and secretly read Shakespeare, beyond the reach of the bullies up on deck.

Finally, my third point is that it may have been a liberal education, but I do not say this categorically, since these matters are profound, complex and maybe ultimately unknowable, it may have been a liberal education which oriented me to be a poet, and to discover poetry as a lifelong aim.

I like to think that the expression of liberal views, the withholding of absolutism, the love of relativism in the search for truth had something central to the will to create poetry.

If you will pardon me for these three excursions into my past, it is now my pleasure to generalize from these particulars.

First, a liberal education seems to equate with democracy and is therefore valuable. Let every man be able to think, feel, speak and act as he wishes, under the laws of the land, within the framework of "justice under law." Democracy is a word often traduced; it may be that it is vague, but every American knows in his bones what it is. It is the opposite of tyranny, enslavement, prejudice of the few against the many, dictatorship, all such evils.

If the young people of our country are given a liberal education, that is, if they are permitted and encouraged to learn about every side to every question, as far as their imaginations may carry them in speculation and in action, we will have a strong country

with much give-and-take of ideation, great freedom in great room. This would not be possible if we allowed illiberality of education, a one-sided or churlish view, or if we allowed any sorts of prohibition to enslave the mind and prejudice the free action of individuals.

Second, a liberal education should teach the educable what is worth fighting about. Liberty and freedom are worth fighting for and have to be fought for continuously. If we have some closed system or closed society, some dictatorship or other, we have already allowed illiberality to usurp our dearest weapons for the free conduct of life. A liberal education works toward democratic justice in our land; it must be preserved by the fight of Americans for the highest qualities of the mind and of the imagination.

Third, a liberal education will allow to come to fruition many differing human interests. It must work through our education from the elementary levels to the most advanced and abstract ones. Religion and science will not be at war with each other, but each will flourish in its best way for the good of all. A liberally educated people, if it ever came to a universal realization of this, would be a vigorous people in which the major drives

of man would execute beautiful actions and works. If one man wants to make a fortune, why, loose him to it. If one man wants to become a poet, let him, if he can. If one wants to penetrate the maze of science, let him have his liberty, and may he find something beside ultimate destruction in it, false creation. If one wants to devote his life to Jesus Christ, may God and mankind bless him.

UNLOOSING VAST CREATIVE PRINCIPLE

It is possible that liberal education linked to our democratic ideals may unloose a vast, creative principle. But we must make sure that each man prove himself against his own generation. It is up to liberal education to protect tradition and to preserve a strong respect for the classical foundations of knowledge. Advancement toward our highest ideals will come when men have to break down strong traditions and substitute something better. A practicing tennis player needs a backboard to send back the ball. Liberal education should keep itself strong in order to give future students a worthy opponent.

It is possible that the future of this country may achieve a grace of man hitherto unknown and that our creative life in the whole congregation of mankind may be exemplary.

An Art Critic Looks to the Future

FRANCIS HENRY TAYLOR, Director, Worcester Art Museum, Worcester, Mass.

THE PROBLEM OF CREATIVE ART is probably more difficult today than at any other time in the history of mankind. The pressures that arise from a mechanistic society and from the great multiplicity of convictions—religious, ideological, political and economical—make it difficult for the artist to portray society in any terms of general recognition. There has resulted, therefore, a gulf separating the artist from the layman which is neither the fault of the artist nor of the layman but it is one of the inexorable facts of life which we must face at the present time.

The fragmentation of society has necessarily resulted in the fragmentation of thought. We are confronted with new theories and new scientific discoveries every day which are re-

shaping the face of the world in which we live. The artist is, therefore, at a loss to find new symbols to express the state of chaos which is almost universal. Consequently, the rôle of the artist in society must be directed toward arresting the disintegration and dehumanization which has apparently gained the upper hand in contemporary art.

Such conferences as this one made possible by the Trinity College Convocation can go far in the corrective thinking which is necessary for artists to survive in the present-day world. We must look to the future not in terms of setting back the clock but rather in finding those areas of synthesis which will help to recapture a community of understanding between the artist and the man in the street.

The Road to Freedom Is Difficult

HAROLD R. MEDINA, Judge, U.S. Court of Appeals, Second Circuit

WHAT I SHALL SAY REPRESENTS NO more than the meditations of one who, trained in the beginning as a humanist, has had the sort of everyday experiences that most lawyers and judges meet in the course of a busy, active life. In other words, I am not a philosopher, although I wish I were. But a lot of ideas have been running around in the back of my head for some little time, and I welcome this opportunity to pass them along to you for what they may be worth.

When I was a freshman at Princeton it became plain to me that I was definitely a nonconformist. All the freshmen had to wear little black caps, corduroy trousers, and other parts of an identical outfit, and we were all supposed to look alike and do the same things. I need not tell you that my nonconformity got me into a lot of trouble, and that sort of thing has been going on ever since. I was the first man in the class to wear a moustache, and many efforts were made to remove it, in one way or another—without success, however, I am happy to say.

One of the instincts of the human race is its gregariousness, the herd instinct, and the majority, especially those in authority, always seem to feel determined to make the rest conform to their notions of what is proper and fitting, down to the last detail. The emotional force behind all this is fear. In a period of crisis and rapid social change and adjustment, the demand for conformity becomes more and more insistent. This sort of thing seems to operate in cycles.

We find ourselves today in one of these recurrent periods when, because of the intuitive and often unrealized fear of what the future may hold in store, the general demand for conformity is widespread and powerful. Paradoxically enough, it is precisely in such critical times that it is most important to think clearly and avoid panicky ill conceived decisions. We must remember that all life is a dichotomy, an unending series of choices between this and that.



Judge Medina: I am a liberal.

Largely but not wholly a result of the deliberate efforts of our Communist friends, the word "liberal" has taken on a sinister and evil connotation. The word seems almost to be taboo in polite society, as though a liberal, while perhaps not an out-and-out Communist, were at least a "parlor pink" or a "fellow traveler," perhaps a bit inclined to be subversive if the opportunity presented itself, and at least a nasty, disagreeable sort of fellow.

Frankly, I resent all this. I was brought up to think that just about the best kind of a person to be or to be with is an honest-to-goodness liberal. I do not intend to be frightened away because the Communists and their coadjutors have tried to appropriate the word.

WHAT IS A LIBERAL?

Well, what is a liberal, anyway? This may have some bearing upon what we mean by a liberal education.

A liberal man must be a thinking man, one who has learned to evaluate his experience and the world about him independently and freely, using the ideas of others only as the starting points of his own analysis and creativity. But this alone does not complete the picture. The liberal not only has his own concepts of right and wrong, desirable and undesirable, but is always prepared to accept criticism and to try to understand opposing views. He constantly stands ready

and is anxious to reappraise his own conclusions, ideas and concepts of truth in light of differing theories and new information available to him.

The conservative differs from the liberal particularly in his reluctance to revise original estimates. He is not wholly without an inquiring mind and capacity for change, but he instinctively struggles against espousing new ideas and rejecting pre-existing notions of truth. In any appraisal in which he might engage, he seems to bestow a quality of good upon that which exists or which is current merely because it happens to be the prevalent practice or view right now.

The reactionary is one who not only resists change but actively combats any deviation from the status quo. To this man, there is no reappraisal of existing ideas or concepts but, instead, an utter unwillingness to consider, much less accept, the merit or worthiness of any view differing from his own. Within the framework of the reactionary philosophy, change is inherently undesirable and reason plays little, if any, part in any appraisal of existing phenomena or new ideas. His is a static and perhaps even retrogressive concept of life and society; his world is one composed of what has been and never of what will be or should be.

The radical is markedly similar to the reactionary in his fanatic devotion to his own belief and his unwillingness to accept or tolerate the view of others. However, where the reactionary decries change, the radical can see no merit in anything but violent deviation from traditional concepts or ideas. Rather than engaging in reasoned reexamination of prevailing views, the radical proceeds on the assumption that there is a positive quality in change merely for the sake of change and, correlatively, that the more emphatic the deviation from existing ideas, the more desirable the change. As is the case with the typical reactionary, the thought process of the radical is more often emotional than rational and, as so often occurs when dealing with this kind of mentality, one encounters a signal intolerance for the views of others.

If we are to discuss the relationship between a liberal education on the one hand and the advancement of American freedom on the other, it is

important that we should have some pretty clear notion of what a liberal education is and what we mean by freedom. Unfortunately, these words have been so frequently bandied about that virtually everyone takes them for granted, and the average citizen goes on his merry way really without having the slightest notion of what they mean. It seems better to take stock of what are commonly accepted as the purposes and ends of a liberal education.

In the first place, we will all agree that at the very top of the list comes training in the use of our minds. How often do we hear the expression, teaching someone how to think! I well remember when I first learned to think. It was in my sophomore year at Princeton and the man who taught me was Christian Gauss, then a teacher of Romance languages and one of Woodrow Wilson's "preceptor guys" at Princeton. How he did it, I shall never know. But suddenly I realized the difference between merely repeating the thoughts of others, including those of the college professors, and thinking for myself. Without some such beginning, there is no such thing as freedom.

In the second place, it is the function of a liberal education to fill its votaries with a burning zeal for the ascertainment of truth, the whole truth, no matter where it leads or whom it hurts. Imbued with this spirit and determination, the seeker after truth soon finds the search unending. We go on and on, ever seeking to scale the heights and open up new vistas. Perhaps some of you will remember the words of Horace:

*Audax omnis perpeti
gens humana ruit per vetitum nefas*

"Bold to suffer every hardship, the human race rushes to its destruction in its effort to pierce the veil which hides what we are forbidden to know." It is always difficult to find a precise English equivalent for Horatian Latin, but his meaning is crystal clear. Without this ferment of curiosity and this indomitable will to know, how can there be freedom?

The third great primary object of a liberal education is more elusive, more difficult to define, and yet perhaps fully as important as the others for its impact on our theme. I shall have to beat about the bush a bit in order to communicate my thoughts to you.

Recently I was reading that extraordinary biography of Sir William

Osler by Harvey Cushing, the famous brain surgeon. One of the purposes of a liberal education, according to Osler, is the "teaching of good manners." What could he have meant by this? Surely not table manners or the protocol of the drawing room! What I think he meant was that one of the functions of a liberal education is to develop our inner resources so that each of us would find himself a satisfactory person with whom to live. Must we always be dependent upon the company of friends or acquaintances? Our minds are in a state of perpetual motion; we never stop thinking. What are we to think about? What sort of books are we to read? Do the subjects of religion and morals and ethics have any impact upon the development of our ideas and our capacities? Do we simply drift with the current of contemporary life or are we guided by some deep, consistent, well defined purpose?

I wonder if it is not a matter of prime importance that we form some warm and sympathetic notion of the dignity of man—of other men, in general, not ourselves in particular. If we do this, will we not of necessity become more tolerant of the views of others and of their little whimsies or even of their sins? Good will is one of the most precious spiritual forces in existence. Will we not be happier, more useful men and women if subjection to the educational process of a liberal education trains us naturally to a love of our fellow man?

Even in the bringing up of children, how important it is to realize that each little soul is the master of its own destiny and that steering each into the ways we think are best may occasionally be no more than the manifestation of our own egotism, to the detriment of the very person whom we are so eager to assist. I have often seen the careers of young men all but ruined because a father or grandfather pushed into the law someone destined to be a poet or a musician or a businessman or a philosopher.

Now, the wonderful thing about this sort of liberal education of which I have been speaking is that it is so flexible. Over this great land of ours there are literally hundreds of colleges like Trinity which, free from state control or domination of any sort from without, pursue this quest in their several, separate ways. In some, mathematics is required right up through senior year. In others, a majority of the students take Latin throughout their full course. Despite all the clacking of the utilitarians, Greek is far from dead. Here and there the natural and applied sciences take precedence. In not a few the emphasis is on sociology, anthropology and psychology. And in all these liberal arts colleges we find an increasing interest in spiritual forces, in religion and sound principles of morality. There is a pattern of no pattern. I ask you if this is not a healthy sign that the education of free Americans is in good hands.

Trinity students seek Judge Medina's autograph.





Large audiences listened to all Convocation speakers.

Let me ask this question: What voices speak to you, my friend? Are they from within; or are they alien voices, not yours but those of someone else or of the world at large, guiding you hither and thither in the mist?

Perhaps now you will realize what I am about. I am painting a picture, planting seeds, trying to stimulate your imagination, and doing what I call preaching the gospel.

But how about freedom? What is freedom, anyway? Well, to me freedom is a state of mind; it is a way of life. It is a concept, an idea, as slippery as an icy slope on a cold day, and as changing as the iridescent throat of a peacock. From one point of view it is the individual on the one hand and all the powers of government and the state and society on the other. How much individual freedom is consistent with the needs of a given nation or community at a given time? Freedom is the opposite of slavery; there is physical freedom and the freedom of the mind. Freedom is more precious than all the gold and all the jewels of the Indies. But it is not static; it is subject to the inexorable laws of growth and decay.

Freedom is the study of a lifetime. Our Bill of Rights, which looks so simple when we first read it in school, is a dynamic, flexible, ever expanding

and growing definition of our fundamental rights. Like the search for truth, the ultimate in freedom is always just over the horizon, just beyond our grasp. The trick is not to lose it or any part of it, but rather to get as much more as we can assimilate.

Yet the temper of the times would seem to be in the opposite direction. In our zeal to defend ourselves against the onslaughts of the Communists, we must be alert to the danger of adopting their ruthless methods and losing our freedoms in the process. It will not do merely to give lip service to these fundamental rights, as they do, whilst at the same time indulging in actions the inevitable consequence of which must be the erosion or whittling away of our heritage of freedom.

NEW FREEDOM CHAPTERS TO COME

With the complexity of modern life new problems arise. Old problems suddenly come out of the shadows and demand solution without undue delay. New chapters will be written about Freedom of Speech, Freedom of Religion, Freedom of the Press, the Equal Protection of the Laws, and all the other Freedoms so dear to our hearts. The rights of individuals must be expanded and implemented and clarified. And at the same time law observance and order must be maintained and malefactors and enemies of society justly punished. The road

to freedom is a difficult road to follow, full of pitfalls and perplexities. Nothing worth while comes easily.

Let me see if I can pull the threads together. First, let me add a few dabs of color to the canvas. Not so long ago I was reading the diary of John Evelyn, and I came to a part where he was describing an occasion when he was taken in to see a man put to the torture. The subject was charged as a pickpocket, and the man whose pocket had been picked identified the prisoner but the prisoner refused to admit his guilt. What he saw in the torture chamber was too much for worthy John's stomach, and he declined the invitation to witness what was to be done to the next victim. But there is not a word of protest in the diary. He took it for granted that this was the thing to do, and it was the regular, lawful procedure.

I have another picture in my mind. John Evelyn was speaking in terms of about 1650. If we go back a century or so we will see another familiar sight. A man, often bowed with years, is chained to a stake and around his neck are hung, also in chains, the books he wrote. They are huge, bulky folios, not the sort of light literature we chiefly hear about today. And presently, the fagots are lit and the man is burned to death.

Going a century the other way, in 1750 or thereabouts, we find ourselves in an attic somewhere on the left bank in Paris. Three or five or sometimes even more than 10 men are writing. They are making copies of one of Voltaire's latest pamphlets. It is too risky to have them printed. But these copies go hither and yon like wildfire.

These things happen when we encounter the antithesis of freedom; each of them is the product of tyranny of one kind or another. But they have all gone, blown away into oblivion by the winds of progress.

Our only hope today lies in the fostering of freedom. We must be fearless and tolerant and receptive of new ideas and new interpretations. What we all wish for is more freedom. Not freedom to do as we please, to the detriment of ourselves and our neighbors, but the freedom that comes with wisdom and enlightenment. I am thankful for the liberal arts college where free men are trained to think for themselves to the glory of God and the advancement of American freedom.

The Final Charter to Freedom

The VERY REV. LAWRENCE ROSE, *Dean, General Theological Seminary*

WHAT CAN WE SAY ABOUT RELIGIOUS faith in relation to liberal education?

At the very least we may say that any educational scheme that does not allow room for the serious study of religion is both illiberal and defective as education. If liberal education is that complex process of free exploration, onward communication and appropriation, by a society, of its cultural achievements, then consideration of the part that religious faith has played in our history, and of the origins and fruits of the faith itself, is quite literally an essential element in the process.

Happily our American educational system is in the midst of a revolution in this regard. Only a few years ago it was considered temerarious to introduce courses on "The Bible as Literature" into the curriculums of our liberal arts colleges, even those that were originally founded mainly for the better education of the clergy! And the study of religion was usually on an "objective" basis, Christianity finding its place in courses on sociology or comparative religion, among other cultural phenomena.

The denominational colleges in which Christian teaching was propounded were regarded as something less than liberal, and many of them seemed to be concerned to live down their denominational connection by the completeness of their surrender to the secular ideal.

Within a very few years the climate has changed quite radically, and we find courses on the Old and New Testaments and on the history of Christian thought offered in more and more colleges and universities, and departments of religion organized in many, with theologians in charge.

FAILURE OF NERVE IN SOCIETY

At one level this seems to have come about as a result of a "failure of nerve" in our technical society, with its reliance on the competence of man to achieve wisdom, a good and satisfying life for himself, and all other legitimate purposes, simply by increasing



Dean Lawrence Rose

his command over nature and over himself. It is at this level and related to this "failure of nerve" that we get the widespread and facile insistence that "moral and spiritual values" are as important as is the power to manipulate things and men. At another level, the new academic respectability of religious faith and theology has come about through the purging of Christianity itself of the dead works its apologetic formerly relied upon and the new proof of the vitality of its gospel and its theology.

Both as symbols of this change and as substantial contributors to it, scholars and lay theologians like Herbert Butterfield the historian, C. S. Lewis and Basil Willey the students of literature, William Pollard the physicist, and men like Jacques Maritain and Sir Walter Moberly are men of the hour. It ought to be said, however, that their work and influence could only have become possible upon the basis of the vast amount of patient and painstaking research that has claimed the lives of professional theologians, especially since the crisis of a century ago in Biblical scholarship and in Christian apologetic in relation to science.

Twelve years ago Sir Richard Livingstone was saying something almost daring when he wrote that "higher education is incomplete without some knowledge of Hellenism and Christian-

ity." Today it sounds commonplace and a vast understatement, because of the wide recognition that Christian faith has contributed the basic and best ingredients to our society's picture of the world and man, and to the scale of values for living that lie at the root of our soundest institutions—recognition, too, that education stultifies itself when it fails to take due account of Christian faith in its origins, its best development in life and thought, and its impact upon the world.

But to provide for the study of religion among the proper concerns of education is not necessarily to make adequate allowance for genuine personal religious commitment. The Harvard Report on "General Education in a Free Society" and other studies and movements represent an awareness of the bewildering complexity and centrifugal effect of the forces to which we were and still are exposing the subjects of liberal education. Walter Lippmann's moving plea for a common, public philosophy reflects Plato's insight that "without the knowledge of good and evil, the use and excellence" of all the other sciences put together "will be found to have failed us." The danger is not only that our education will fail us but that it should assist in personal and social disintegration.

Liberal education has too often, in an age of increasing specialization and of the substitution of means for ends in knowledge, actually been random education, eccentric, and without integration or direction, because of the absence of any consensus regarding the total meaning of human life or the way to live. The result has been confusion in respect to values and goals in life, and the rendering of many of our people up as easy prey to facile gospels, forlorn absolutisms, false gods, or just plain emptiness and aimlessness.

ANOTHER KIND OF DOGMATISM

From the Christian point of view this is only to be expected, and it is idle to hope for the spontaneous crystallization of a clear philosophy of life or of education out of the confusion. The man who can say "The Lord is my light and my salvation; whom then shall I fear? The Lord is the strength of my life; of whom then shall I be afraid?"—the man who can say that has a center, an unconditional point of reference outside himself and outside the shifting scene of secular strivings.

It is too much to expect that acknowledgement of God as alone the

source of wisdom and truth and power for life should suddenly become the common basis and center-of-gravity of our educational process. It is not too much to expect that convinced Christian scholars and teachers on our college campuses should be ready, more boldly than they often have, to stand up and be counted, and bear more open testimony to the integrity of their faith and their scholarship. It is not too much to expect that along with religion in the curriculum there should come more sympathetic encouragement of the profession of religious faith in life on the campus.

Does anyone now imagine that the freedom and integrity of scholarly pursuits are compromised by religious commitment? Such fears could only arise through a confusion of faith with dogmatic profession of materialist, positivist or agnostic principles. Has not this been quite as common and quite as inimical to the educational endeavor as religious dogmatism? Any dogmatic closing of questions that it is at all proper for man to ask in the learning process can compromise liberal education, and one kind of dogmatism is as stultifying as another.

It is true, of course, that there is more to religion than this immediacy of personal faith in God; there is inevitably also the institutional element, the doctrinal and the cult. But if this trust that God is the light of all our seeing, the power in all our aspiring and striving, and the source of any wholeness we may attain—if that assurance is forever central and fundamental—then there is at the heart of a man's religion a principle which not only allows but demands St. Augustine's proclamation about man's striving for knowledge: "If it be truth, wherever it be found, the Christian knows it is his Lord's goods"; or the even stronger affirmation of Simone Weil: "One can never wrestle enough with God if one does so out of pure regard for the truth. Christ likes me to prefer truth to him because, before being Christ, he is truth. If one turns aside from Christ to go toward the truth, one will not go far before falling into his arms."

Religious profession centered in such faith is the final charter to freedom, integrity and expansion in any area of knowledge; and what is even more important in an age like ours such faith can also be, by God's grace, the guarantee of humble and responsible use of the knowledge we gain.

What Asia Asks of the U.S.A.

GEN. CARLOS P. ROMULO, *Philippine Ambassador to the United States*

IN THIS HOUR OF GREAT PERIL FOR the free world it is important to remember it is truth that helps man to stay free. And there are truths that must be told, truths that can be understood by those endowed with liberal education. Unpalatable, maybe, unpleasant and bitter, maybe, but they must be told if we are to win in the life and death struggle with a godless ideology in which we are engaged.

For Soviet Russia to defeat the United States in order to conquer the world, Soviet Russia must first conquer Asia. Hence the importance of certain truths that I must tell you.

LESSON IN GEOGRAPHY

Visualize your geography. What is the American perimeter of defense as decided by your State Department, Pentagon, Congress and White House? From the Aleutians away up north, through Japan, Korea, Okinawa, Formosa, Guam, the Philippines—that is your Pacific chain of defense.

You cannot allow any link in that chain to be bridged by communism. That is why President Eisenhower announced to the world that America is determined to defend Formosa to the last, because it is an important link.

Why was there intervention in Korea? Because Korea is a link in the chain. In 1950 the unfolding of strategy of Soviet Russia was crystal clear: Conquer China first, then Korea, after Korea simultaneously Japan, Okinawa, Guam, Formosa and the Philippines. How well we know that in the Philippines, we who were in the path of Communist aggression. Because as far back as 1949, Soviet Russia, following the same pattern that it followed in Greece, infiltrated into the Philippines the so-called Huk—Moscow indoctrinated Communists—preparing for the day when after China and Korea, sweeping southward, Soviet Russia would find advance guards ready and my country, the Philippines, a ripe fruit for their plucking.

Let us describe the balance sheet of Asia as of this afternoon. We have lost

China; 650 million Chinese—let us hope and pray—are temporarily with communism. Next to China the most populated country in Asia is India—between 400 and 500 million Indians. They proudly proclaim that they are the so-called uncommitted neutrals, not tied in with you in this life-and-death struggle.

Next to India is Indonesia. One hundred million Indonesians, and they too say they are uncommitted neutrals, that they are not siding with you.

Next to Indonesia is Burma. Eighteen million Burmese; they, too, are uncommitted neutrals, so you have a total of between the 650 million Chinese (Communists) and 600 million uncommitted neutrals—more than a billion Asians not with you in the fight against Soviet imperialism.

What can you count on in Asia? Of course, my country, the Philippines, your friend through fair weather and foul—21 million Filipinos. Thailand, yes, another friend and ally with 18 million. Pakistanians—80 million. That's a total of 119 million Asians ready to stand up and be counted side by side with you. Against more than a billion Asians not with you in this fight.

What is there left in Asia? French Indo-China—that's being nibbled away. British Malaya—that's in trouble. Korea—fighting for its life. Japan—80 million Japanese—and who at this time can predict on what side they will ultimately make their influence felt?

You say that the Japanese have been democratized after seven years of American military rule. Do you really believe that? Let us suppose that you were defeated in World War II and that Japan was victorious. Instead of General MacArthur being sent to Tokyo, General Tojo was sent to Washington. Instead of the American army of occupation in Japan, the Japanese army of occupation was sent here—maybe a division of Japanese soldiers in Connecticut.

After seven years of Japanese rule, do you think that you would be wear-



One of 14 to receive honorary degrees, General Romulo is flanked by Prof. John Dando, college marshal, and Assistant Chaplain Allen F. Bray.

ing kimonos and wooden clogs, that American women would be walking 3 feet behind their men, that you would be worshipping in Shinto shrines, eating with chopsticks, bowing toward the west at sunset because you think your emperor is there? It is impossible. Then why do you think the reverse possible with the Japanese, a people much older than you are? Long before Jamestown Colony was thought of being organized, there was a cohesive united Japanese people with its own culture and civilization. And no people is prouder of their civilization and culture than are the Japanese.

You need friends and allies, and you need them most in Asia. And you can get them. You have done it once, and you can do it again. When you first went to the Philippines, we fought you for three long years. You had to kill 350,000 Filipinos before we laid down our arms in defeat. My father was one of those that fought you to the last. I was trained as a boy to hate you; my people hated you as only an occupied people can hate an army of occupation. Yet, what happened? Why is it now we are your staunchest allies and your best friends in Asia?

A little look at history will do us good during this convocation on liberal education. President McKinley issued a proclamation saying: "We Americans are going to the Philippines not as conquerors, but as friends; not to exploit the people but to help lead them along the path of progress."

That was a breath of fresh air. That was unique, new, unprecedented. As the years went by, every pledge you made to the Philippines was fulfilled. Not without opposition from here, of course. There was strong opposition against Philippine independence from vested interests, from powerful American newspapers, from important sectors of your army and navy.

YOU KEPT FAITH

But the rank and file of American people was deaf to the tinkle of the gold dollar, blind to the allurements of power. And the American Congress, faithful interpreter of the clean, wholesome American conscience, despite powerful lobbies, was unswerving in its determination to keep faith with the Filipinos. When we saw that by and large American policy in the Philippines was dictated by honesty and fairness and justice, our feelings gradually underwent a complete metamorphosis—from hatred and suspicion and ill will to friendship and loyalty.

When Japan struck in Pearl Harbor and caught you totally unprepared, when you were going from defeat to defeat in the Pacific, when all our fellow Asians joined the Japanese and turned their backs on white sovereign nations, only one subject then in Asia stood loyally by the sovereign nations, and those people were my people. Why? Because in your dealings with my people you, the stronger nation, followed the Golden Rule. Because

you in your dealings with my people, respected the dignity of the human soul, and in human relationships that is paramount. Of course, I must not say that all was ideal in the Filipino-American relationship. There were rifts; there was bungling. You pulled many boners and some of them were lulus.

When President McKinley said, for example, that you were going to the Philippines to Christianize the Filipinos—well, do you know that in 1521 when Magellan discovered the Philippines—whatever that means, because we were there—he brought the Cross with him? And from that day forth, the Filipinos were Christian. So how could you Christianize us in 1899?

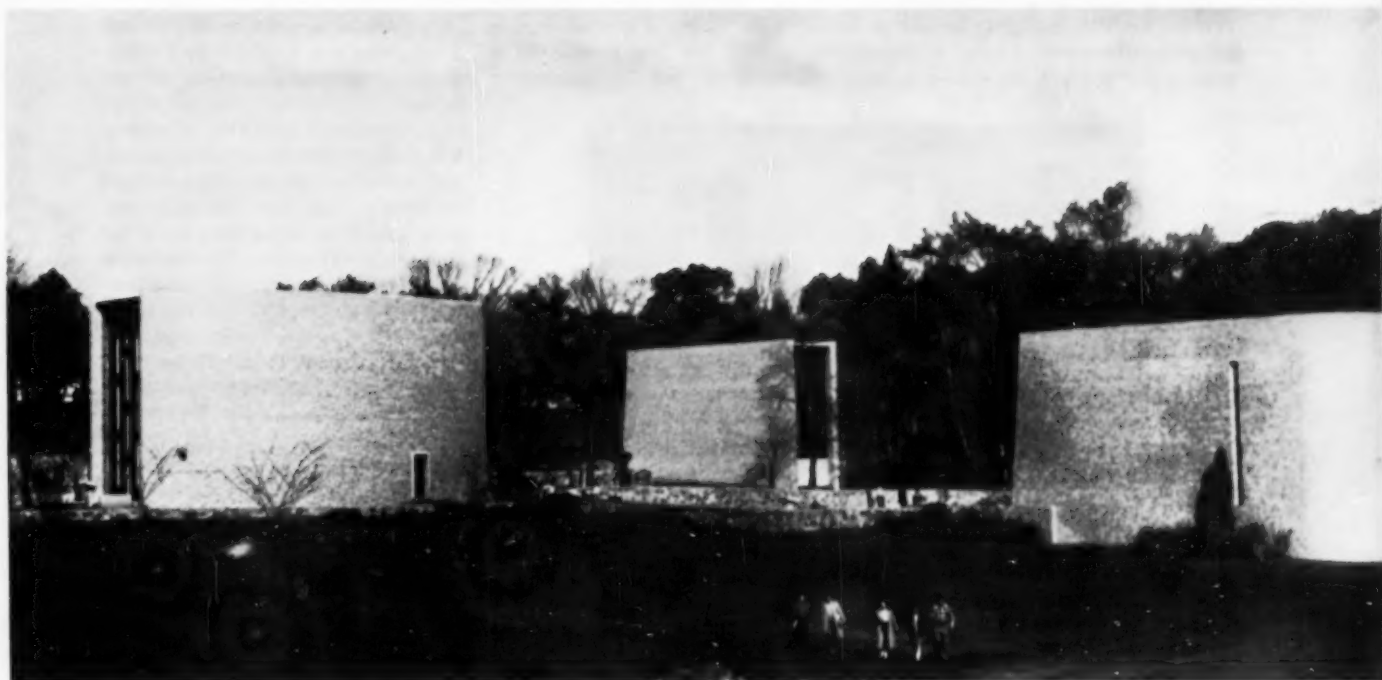
The first thing Gov. William Howard Taft did in the Philippines was to bring 1000 American teachers, recruited from all over the United States. When they arrived in Manila they were not stationed there, but sent into the remotest villages, and they lived with and among the people. The people began to love, admire and respect them—modest, humble, God-fearing Americans, there with missionary zeal.

The teachers were the first ambassadors of American good will and democracy in the Philippines, and they did not go there with the air of superiority with which later experts went. And so the people loved them.

All that Asia asks of you today is for you to continue to make your preachments dovetail with your deeds—because your greatness lies not so much in your material power, not so much in your military might, as in those imponderable and intangible elements of the American spirit in which you are immeasurably rich. Those are spiritual values.

Your forefathers in 1776, because of their spiritual strength, had the courage to proclaim then that all men are created equal and, mind you, they could have written that all men north of the equator are created equal. Or they could have written, but they did not, that all men south of the equator are created equal. Because of their vision, their wisdom, and their courage they proclaimed, for all men to read, that all men are created equal. Therein lie your strength, your power, your might.

Asia asks of you that you continue to make your actions coincide with your preachments. That, my friends of Trinity College, is the message that I have come humbly to bring to you.



Secular College Builds Three Chapels

Jews, for the first time hosts in an American university, decide on "equal treatment" for Protestant and Catholic minorities

ABRAM L. SACHAR

President, Brandeis University, Waltham, Mass.

WHAT PROVISIONS SHOULD BE MADE for the religious needs of students at a secular university?

Brandeis University, a nonsectarian liberal arts college founded by the Jewish community in 1948, was in the position of being able to approach the problem from a fresh vantage point, as well as being able to profit from the experience of older institutions. Though it was founded by a denomination, the trustees of the university were from the outset deeply concerned for the preservation of its nonsectarian character.

A catalyst to the solution of the problem came in 1952, when the university, then four years old, received a contribution for the establishment of a Jewish chapel.

The obvious course would have been to erect a Jewish chapel in the image of the host group, just as the Harvard chapel is Congregationalist, the Princeton chapel is Presbyterian, and the Swarthmore chapel is Quaker. In more than a thousand American colleges established by denominations, chapels are in the image of the host group—with hospitality offered to those of the student body who are of different faiths.

Practices natural to venerable institutions, mainly theological in origin, could not be mechanically adopted by a secular college opening its doors in 1948. Nor could state and municipal colleges be looked to for models. Some publicly maintained institutions had no university chapels; others had

chapels cautiously innocent of all specific religious symbols.

But the sound political and historic reasons for practices in state or municipal colleges could not be justified in a new, privately endowed college able to determine a fresh course. Some suggested that the nonsectarian character of Brandeis University would best be maintained by a rejection of the offer to construct a chapel. Such counsel found little sympathy among the majority of those concerned with the university. The latter interpreted their charge in more positive terms. No doctrinal slant was to influence the development of the curriculum. No considerations of religion or color were to affect the selection of student body or of faculty. But the absence

JEWISH CHAPEL is slightly bowed at the sides, permitting a greater seating capacity. The curves of the building shape toward the Ark, backed by a glass wall, on which are etched various symbols of the Ten Commandments.

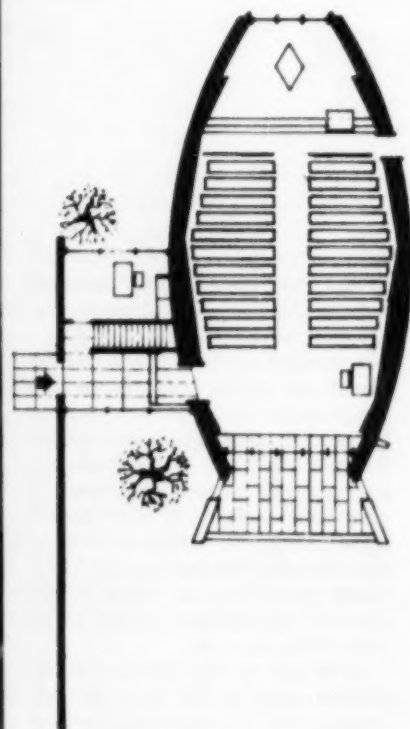
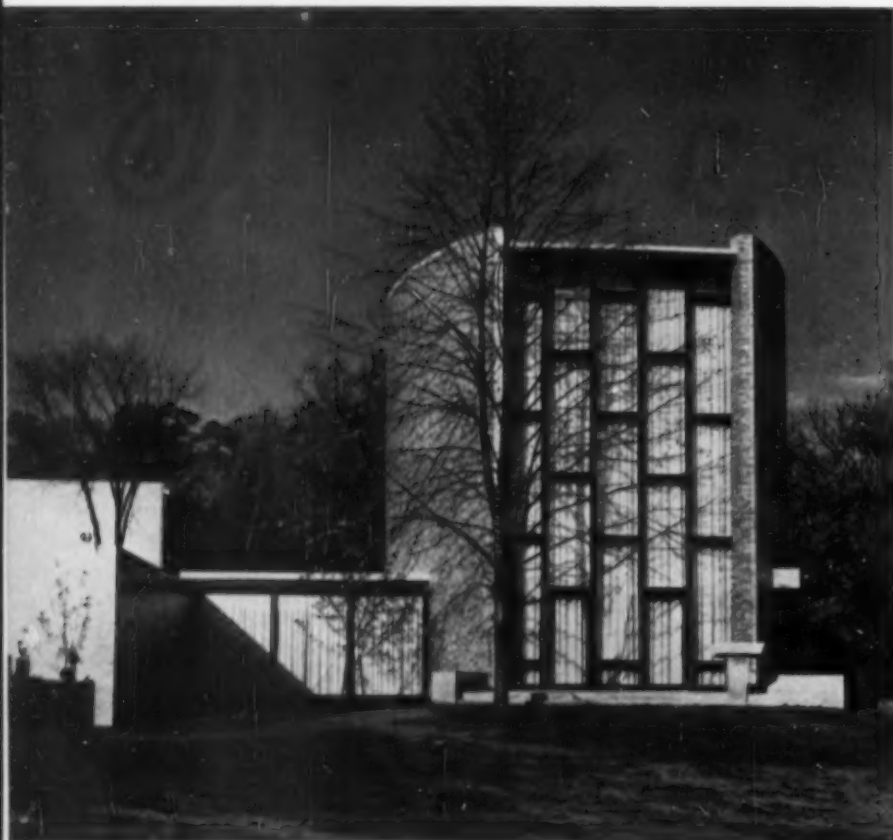


of an official sectarianism at the university was not to result in indifference to the religious life of the students.

At the same time, the university was not to embrace a dogmatic secularism whose prohibitions were as rigid as those of any sect. Religious experience was an important part of the student's development. Fact and data had to be integrated with value and purpose if the student was not to be left without spiritual anchorage.

The discussion that revolved around the building of a chapel at Brandeis was profoundly revealing. It reflected the temper of our period, its confusions as well as its dedications.

Perhaps because most of the students were Jewish with a vivid awareness of the meaning of minority status, they were particularly sensitive on this score. The numerically smaller groups of Protestant and Catholic students should not be exposed to the experience of a "minority" in any vital respect; editorials in the student paper clamored for "equal treatment." The students objected to one Jewish chapel which would serve as host. No member of the student body was to

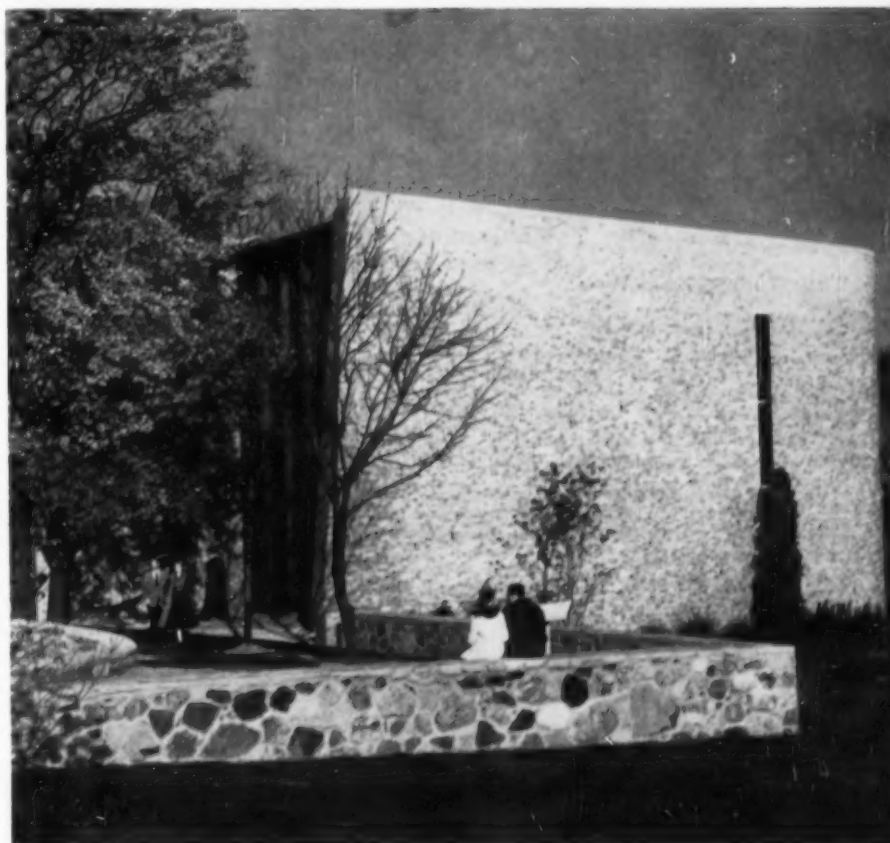
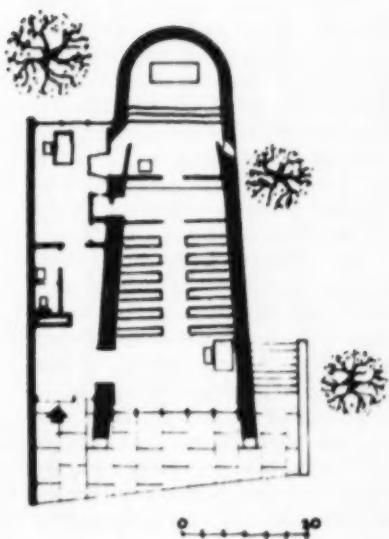


be a "guest" in any crucial aspect of his college life.

It was not difficult to detect the generous desire of young people to spare their fellows slights that they themselves perhaps had known. Sentiments that were expressed with considerable heat on the campus were weighed more soberly by the trustees of the college. For months a solution that would eliminate the implication of minority status for any group, whatever its numerical size, was sought. Several suggestions, each of which represented a stage in the evolution to the final concept, were considered.

The first possibility explored was that of a common area with a revolving altar. The spacious attractiveness of this suggestion was soon dissipated by maturer consideration. An altar that indifferently revealed either a Jewish Oren Kodesh and Torah or a Christian cross, depending on the button pressed, might offend rather than satisfy the truly devout among Jews and Christians. Such a device represented a victory for technology rather than for the religious spirit. Religious symbols are not esthetic decorations

CATHOLIC CHAPEL is round-ended and enclosed to envelop the ritual of the mass. Half the chapel space is used for symbolism and is completely furnished with a confessional, stations of the cross, and a study for the spiritual leader.



to be whirled around at will but, for the believer, abiding truths to be worshipped. The sense of uniqueness peculiar to each faith, the mood of a special and intimate dedication, could not flourish in such an atmosphere. The Catholic objection to worship in any except specially consecrated areas also had to be taken into account.

Nor was it practical to strive for a three-denominational service in which Catholics, Protestants and Jews combine. Such services were commendable and feasible for special occasions, such as annual convocations or Thanksgiving services, but the procedure was completely unrealistic as a regular pattern of worship. It was not possible to check religious differences at the entrance of the university along with umbrella and overshoes. Religious differences exist and they should not be glossed over or uprooted. The true nonsectarian spirit does not seek to submerge differences. Rather, it encourages respect for the specific values of each of the historic faiths. Finally, the lowest-common-denominator approach to the problem of religious distinction was abandoned. It was recognized that genuine liberalism meant the granting of free and full expression to each faith and not the attempted submergence of a precious individuality.

IDEAS EXPLORED

In the next stage of the discussion, ideas which would provide dignified autonomous facilities for each faith were thoroughly explored. Architectural plans for a chapel with a Jewish hall of worship on the main floor and separate areas for Protestants and Catholics on the ground floor were drawn up and debated. Though this plan afforded adequate facilities for independent worship, the proposal was ultimately rejected because of a strong general feeling that no group should be relegated to a lower story no matter what euphemisms would be used to describe the area. One of the trustees put it bluntly: "Jews have been in basements for 2000 years. This is the first time that they are acting as the host group. It would be unworthy, when Jews for the first time are serving as hosts in an American university, to designate areas for Christian groups except on a basis of complete equality."

The final solution evolved logically from the debate. If the principle of

equality for all faiths was to be interpreted creatively, not in the terms of their equal suppression but through the assurance of a spiritual climate in which each could equally flourish, then there would have to be separate chapels for Jew, for Protestant, and for Catholic.

Such is the history of the unique Three Chapel Plan inaugurated by Brandeis University, the first institution of higher learning to construct an interfaith center that provides separate structures for the three major religions within one unifying framework.

With the decision to erect three separate chapels, the trustees of the university enlarged their contributions to make the project feasible. However, they felt that if the concept had real vitality it would enlist the support of all faiths. One of the serious weaknesses of various interfaith endeavors has been the fact that members of the Jewish faith took sole financial responsibility. We wanted a genuine response to a new, generous idea, not merely passive response.

The active participation of Catholics and Protestants in the undertaking came readily, and was welcomed. Responsibilities for funds and guidance, as well as for religious needs, were immediately accepted by members of all faiths. Friends of the university throughout the nation rallied to support of the project.

Louis Perini, owner of the Milwaukee Braves, and Paul A. Dever, former governor of Massachusetts, assumed chairmanships for the raising of funds for the Catholic chapel. Because of the enthusiasm for the project as a whole, C. Allen Harlan, Detroit industrialist, undertook responsibility for the Protestant chapel. Dr. David Berlin of Boston, the original donor of the Jewish chapel, expressed his sympathy for the entire project by making additional contributions for all three chapels.

After consultation with the Catholic Chancery, the Union Theological Seminary, and Hillel Foundation, Architects Harrison and Abramowitz of New York began to translate the concept into design. It was as essential to convey the sense of unity as the respect for diversity. The individual chapels and their arrangement had to be conceived not only as an esthetic grouping but as a spiritual harmony.

A woodland hill, a little apart from the other buildings on the 200 acre

campus, was selected as the site for the three structures, and on June 1, 1954, work began on three excavations more than 50 feet in length.

When the foundations were completed the custom ordered materials began arriving daily. Thousands of brown flecked, buff colored bricks, many of which had to be hand-milled to fit obtuse and rounded corners, were delivered to the campus. These were followed by planks of handsome dark stained oak, needed for flooring, sash and the spiritual leaders' studies, which adjoin each area of worship. Finally, construction crews were busy handling the precision cut panels of glass that span the floor-to-roof height of more than 25 feet.

CHAPELS COMPLETED FOR FALL TERM

Last summer found the chapels close to completion, and while the finishing details were being cared for, landscaping for the outdoor interfaith area became the center of activity. Before the return of the student body in September, the Three Chapels and their environs were completed.

The Catholic chapel, dedicated by Archbishop Richard Cushing early in the fall, was designated Bethlehem Chapel.

The Jewish chapel was named the Leah and Mendel Berlin Chapel, in memory of the parents of Dr. David Berlin, a distinguished Boston surgeon.

The Protestant chapel was named after the liberal American jurist who sat on the Supreme Court in the latter part of the Nineteenth Century, Justice John Marshall Harlan. Dedication ceremonies honoring this champion of Negro rights were held in the presence of his grandson, John Marshall Harlan, presently a Justice of the Supreme Court.

The Three Chapels share a large outdoor area with a common altar, where the dedication services for all three chapels were held in October, and where students gathered in November for Thanksgiving services.

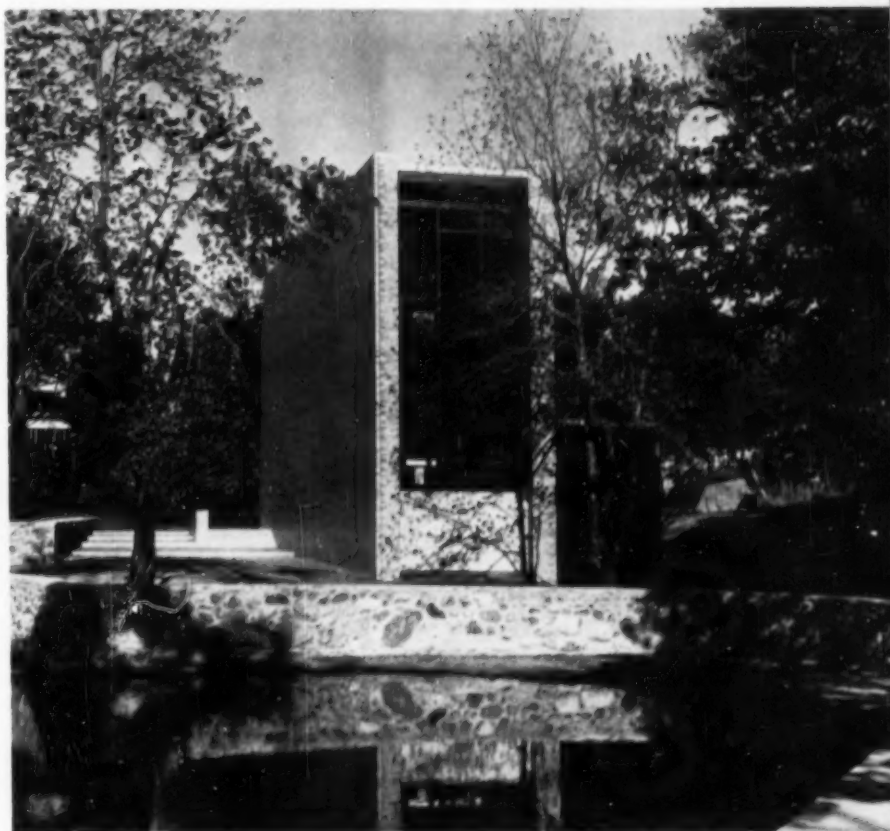
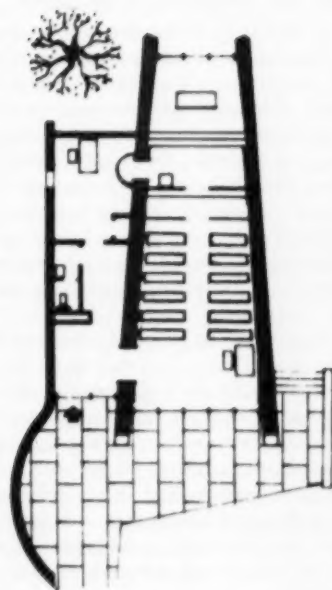
This interfaith area, a central pool, and the connecting walks surrounding the chapels have been named for Mu Sigma fraternity, whose members underwrote the area as a memorial for departed members.

Responsibility for services has been assumed by the three religious organizations that have been functioning on the college campus from the outset: the Hillel Foundation for the Jewish chapel, the Newman Club for the

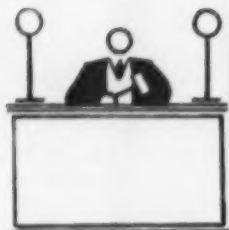
Catholic chapel, and the Student Christian Association for the Protestant chapel. There are no official chaplains or compulsory attendance at services but, as before, the student organizations invite clergymen of their choosing to officiate at their services.

Through the courage of a fresh appraisal, we have preserved the nonsectarian character of Brandeis University without succumbing to the deadly stereotypes of either leveling conformity or spiritual nihilism. In the long run the nonsectarian character of Brandeis will be established not by the numerical proportions of the student body or by clichés about the solution of religious cleavages by concentrating unique patterns of worship in one room, or by a puerile disregard of religious impulse. It will be maintained if the admissions applications ask no questions about race, creed or color. It will be maintained if there is no religious doctrinal slant to the courses and if there is no official faith which the university is dedicated to proselytize. Above all, it will be maintained if each faith functions in a wholesome climate of understanding and mutual respect for the others.

PROTESTANT CHAPEL is of trapezoid shape with end walls of glass and the solid walls focusing toward the communion table. Designed to meet the needs of all denominations, the altar can be utilized both as altar and communion table.



Can Public Funds Be Used for Support of Endowed Colleges?



T. E. BLACKWELL
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ON MAY 24, 1955, THE SENATE OF the state of New Hampshire adopted a resolution requesting the supreme court of New Hampshire to give an opinion as to the constitutionality of certain legislation then pending. The bill in question provided for the establishment of an authority to serve as an agency of the state to make construction loans to any nonprofit college or other educational institution in the state.

COURT'S DECISION

The following is from the decision of the court¹ on this question:

"In our opinion the bill is valid on its face. The bill is so drafted as to provide only for loans which may be made without unreasonable risk of loss to the authority and hence to the state. It contemplates that the activities of the authority shall be self-liquidating, so that ultimately no expenditure of public funds may be required in furnishing the aid to be given. On the other hand, the bill would impose obligations upon the state which might require funds to be raised by taxation, and so stands on equal footing with a bill which would be certain to require such funds.

"The fundamental proposition that public funds may not be constitutionally devoted to private purposes has been frequently adverted to. The furtherance of education is universally regarded as a public purpose and the

constitution of New Hampshire expressly imposes upon legislators the duty to cherish the interest of literature and the sciences and all seminaries and public schools. . . . As was said in *Trustees of Phillips Exeter Academy v. Exeter*, 27 A 2d 569. . . . An educational institution established for no personal profit and serving only the public benefit is a charity. . . . The charity being solely a form of public service, a grant to it is for public use and benefit."

In addition to the usual prohibition against the use of public funds for private purposes, many state constitutions provide that public funds may not be used for religious purposes or for the support of any sectarian institution. The following is an excerpt from a standard legal reference:²

"Within such constitutional prohibition, an appropriation to a sectarian or denominational institution is invalid, although the service of such an institution is without profit, and although it may bestow its benefits on those outside its sect or denomination, or permit them to take part in its management. Under the constitutional prohibition, whether or not an appropriation to an institution is valid depends upon whether it was under denominational control at the time such an appropriation was made. The fact that the appropriations have been made for many years to denomina-

tional or sectarian institutions, contrary to the constitution, and have been generally acquiesced in by the legislature and the governors of the state, does not make such appropriations valid."

The case cited³ in support of many of the statements in this excerpt was decided by the supreme court of Pennsylvania in 1921. It involved the constitutionality of state appropriations for the support of five institutions, *i.e.* four hospitals and one college. The religious denominations involved included the Evangelical Lutheran, the Protestant Episcopal, the Roman Catholic, and the Jewish. The following is from the opinion of the court:

"There can be no doubt that all the institutions at bar are worthy charities; but it is equally clear that they are within the inhibited class, so far as state aid is concerned. We did not write the constitution; but, whether agreeing with or dissenting from the rules of public policy there announced, our sworn duty is to enforce them. Those who adopted the restrictions against appropriating money to sectarian institutions must change the rule, if desired, either through an amendment to the present constitution or by making a new one; neither the legislature, acting alone, nor the courts, have power so to do."

NOT ALL INSTITUTIONS INCLUDED

It should be noted that this constitutional prohibition against state aid to sectarian institutions in Pennsylvania does not extend to privately administered institutions not under religious control. Three such institutions, the University of Pennsylvania, Temple University, and the University of Pittsburgh, have received state appropriations in return for free scholarships, with candidates selected by the state legislators.⁴

Public aid to privately controlled educational institutions was quite customary during the Colonial period of our history and this practice continued for many years in the older states along the Atlantic seaboard. Direct state aid has been discontinued in all jurisdictions except Pennsylvania and Maryland, but contractual arrangements for specific educational services are not uncommon.

³*Collins v. Kephart*, 117 A. 440.

⁴*Elliott, Edward C., and Chambers, M. M.: The Colleges and the Courts*, p. 291. The Carnegie Foundation for the Advancement of Teaching, New York City, 1936.

¹In re Opinion of the Justices 114 2d. 801. June 9, 1955.

²*Corpus Juris Secundum*, Vol. 81, p. 1171. The American Law Book Co., Brooklyn, N.Y., 1953.

Continuing a series on finance

by **JOHN DALE RUSSELL**

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and **JAMES I. DOI**

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Analysis of Library Expenditures

IN THIS ARTICLE IN THE SERIES ON the analysis of educational and general expenditures for institutions of higher education, we shall discuss the technics of analysis of library expenditure data and some of the general characteristics of an adequately supported library service. Much work on this subject has been done by librarians during the last 25 years, and it is likely that we shall venture into very few areas that have not been explored by that group.

LIBRARIAN HAS BUDGET SENSE

The college librarian, on most campuses, is a well trained, devoted practitioner of what he, his colleagues, and the academic world generally think of as a profession. The librarian typically will have had much more professional preparation for his position than any other member of the college or university administrative staff. Not only does his training give him a firm grasp of the technical processes of library operations, such as maintaining accession lists, purchasing books, classifying and cataloging documents, answering reference questions, and overseeing the circulation of library materials, but, if he has had the full professional curriculum, he is well prepared to be a college administrator.

The competent librarian is expected to have an understanding of the basic principles of administrative organization, personnel management, public relations, and budgeting. In the librarian's professional journals economy and efficiency of operations is a subject of frequent discussion. And in his efforts to stretch the dollar so as to provide the maximum of services, the librarian and his colleagues often have concerned themselves with intricate cost studies.

The familiarity of the competent, professionally trained college librarian with budgeting and finance is unquestionably a blessing to the administration of an institution. Of all the deans, department heads, and executive officers of other units, he is among the most likely to provide carefully computed cost data when such information is requested. He is accustomed to operating the library under a rigorous system of budgetary control. This familiarity of the librarian with budgetary and financial technics can, however, put the president and the business officer of the institution on the defensive when proposed operating budgets are being considered. The librarian can be expected to use his knowledge of library finance to obtain the largest possible support for his unit. This is what any competent administrator would and should do. The president and business manager must therefore also be familiar with the commoner methods of analyzing library expenditures, in order that the soundness of the librarian's well supported requests may be accurately appraised.

A MAJOR CATEGORY

"Libraries" is one of six principal categories under educational and general expenditures recommended in the 1935 report of the National Committee on Standard Reports for Institutions of Higher Education. It is parallel to expenditures for "administration and general," "instruction," "organized research," "extension" and "plant operation and maintenance." Under this category, the total direct expenditures of the institution for library services should be reported—salaries, purchase of books and other reading and research materials, binding, and all other

library expenses such as supplies, printing and transportation, but excluding capital outlay. This, in general terms, defines the expenditure grouping with which this article will deal.

PERCENTAGE FIGURE GOOD INDEX

The two basic methods of analyzing expenditures described in previous articles are frequently applied to the library. These two methods yield figures showing the percentage of total educational and general expenditures devoted to libraries and the amount per student used for this function. The percentage figure reflects the adequacy of support for library services compared to the support given other educational and general functions such as administration, instruction, and plant operation and maintenance. It is an index of the relative value that an institution places upon its library service. Librarians are extremely sensitive to fluctuations in this figure and are quick to express alarm when it begins to decline from a previous level.

Data showing expenditure per student for library services are frequently used as a basis for making comparisons among institutions. Any large deviation from the average for institutions that are comparable, with respect to size of student body and level and type of instructional program, should ordinarily prompt institutional officials into a search for explanations. Even when data for comparable institutions are unavailable, an institution will find it useful to compute the amounts expended per student for library services for a series of several years. Quite frequently a trend of some kind will be discernible. The librarian should then be asked to explain its significance in terms of efficiency and economy of op-

Table 1—Percentage of Total Educational and General Expenditures for Libraries and Amount per Student Expended for This Function for Six State Institutions of Higher Education

Institution	Enrollment 1954-55	Percentage of Total Educational and General Expenditures for Libraries		Expenditure per Full-Time-Equiv- alent Student for Libraries	
		1954-55	Five-Year Average	1954-55	Five-Year Average
"A"	3,727	5.5	5.5	\$41.18	\$44.32
"B"	1,702	5.3	5.3	36.80	41.36
"C"	925	4.9	4.3	33.73	32.93
"D"	464	5.1	5.4	45.56	53.41
"E"	967	5.7	5.4	35.16	39.79
"F"	174	4.3	4.7	71.53	79.44
Average for all institutions combined		5.3	5.3	\$39.57	\$43.28

erations, quality of the services, and adequacy of support.

Table 1 shows the percentage of total educational and general expenditures spent for libraries and the amount per student for this function for six New Mexico state institutions of higher education. The data shown are for the last completed fiscal year 1954-55 and the averages for the five-year period beginning with 1951-52 and including the budgeted funds for 1955-56. These figures, among others, are compiled annually by the New Mexico Board of Educational Finance and are used in reviewing the operating budgets of the state supported colleges and in making recommendations to the state legislature for financial support.

Comparison of the percentage figures for 1954-55 with the five-year averages indicates that the institutions maintain a remarkably uniform policy of library support from year to year. The greatest deviation between the 1954-55 percentage and the five-year average occurs at institution "C." The five-year average for this institution reflects the inadequate support that had been given the library during 1951-52 and 1952-53.

The average for the six institutions combined shows an even more remarkable stability from one year to the next. The combined average for each year of the period is as follows: 1951-52, 5.2 per cent; 1952-53, 5.4 per cent; 1953-54, 5.5 per cent; 1954-55, 5.3 per cent, and budgeted for 1955-56, 5.2 per cent. During the same five-year period the total educational and general expenditures for the six institutions combined had increased 32 per cent, and student enrollment had gone up approximately 30 per cent.

The expenditure per full-time-equivalent student for libraries also shows a fair degree of stability. In 1951-52 the average for the six institutions was

\$42.81; in 1952-53, \$46.24; in 1953-54, \$45.11, and in 1954-55, \$39.57. Library expenditures budgeted by the six institutions for 1955-56 provide for an average of \$43.37 per student, which comes close to the combined five-year average of \$43.28. The expenditure per student for 1954-55 was less than the individual five-year average at every institution but one.

INCREASE LIBRARY APPROPRIATIONS

Virtually all the institutions had experienced unexpectedly large increases in student enrollments in 1954-55, and as the appropriations for the year had already been determined, they had to get along with what funds had been made available. The problem was presented to the next state legislature, and on the basis of such data as shown in Table 1, the legislature was persuaded to make a generous increase in appropriations, which became effective in 1955-56.

The two institutions with the smallest enrollments, "D" and "F," have the highest expenditure per student for library services. The library services at these two institutions are neither more adequately supported than at the others nor of better quality. The comparatively high expenditure per student reflects the inherent inefficiency of institutions with small enrollments. It has been demonstrated in several studies¹ that a small institution, in order to maintain an adequate library service, has to have almost as large a budget for such items as books and periodicals as an institution with a much bigger enrollment.

How do the data shown in Table 1

¹See Waples, Douglas: *The Library*, Pp. 26-28 (*The Evaluation of Higher Institutions*, Vol. 4) and Randall, William M., and Goodrich, F.L.D.: *Principles of College Library Administration*, Pp. 37-38. Chicago: The University of Chicago Press, 1936.

for the New Mexico colleges compare with those reported for other institutions of higher education? Reeves and his associates, in 1932, after examining the libraries of 35 liberal arts colleges, noted that these colleges typically devoted from 4½ to 5 per cent of their educational budgets for this function.² Computation from the financial data for 1951-52 compiled by the U.S. Office of Education shows that 1832 institutions of higher education of various levels and purposes spent 3.4 per cent of their total educational and general expenditures (excluding expenditures for organized activities relating to instruction) for libraries.³ Recently the Sixty College Study reported that 60 liberal arts colleges in 1953-54 devoted on the average 4.9 per cent of their total educational and general budgets to the library function.⁴

Data pertaining to the percentage of total educational and general expenditures devoted to libraries can be cited from reports of other investigators. The averages for various groups of four-year collegiate institutions generally fall within the range of from 3 to 7 per cent. Most of the studies that are not explicitly mentioned here are of doubtful interpretation because the expenditure base on which the percentage for libraries was computed is not definitely stated in the usual accounting terminology. Even the New Mexico percentage figures and those reported for other groups of institutions in the various studies cited are not strictly comparable one with the other. Differences in classification of expenditures alone make such comparison a hazardous venture. As long, however, as one is aware of the major differences in expenditure classification schemes and takes them into account in interpreting the data, comparison can result in useful information.

It is unfortunate that those who report studies showing percentage analyses fail so frequently to state clearly the nature of the expenditure categories with which they are dealing. Many reports of studies that might

²Reeves, Floyd W., et al.: *The Liberal Arts College*, p. 161. Chicago: The University of Chicago Press, 1932.

³Biennial Survey of Education in the United States, 1950-1952, chap. 4, sec. ii, Statistics of Higher Education: Receipts, Expenditures and Property 1951-52, Pp. 29-35. Washington, D.C.: Government Printing Office, 1954.

⁴National Federation of College and University Business Officers Associations. *Sixty College Study: Income and Expenditures for 1953-54*, p. 39.

otherwise have been useful to cite in this article have been omitted for that reason. For example, the otherwise excellent statistics published annually by *College and Research Libraries* are confused by the use of such terminology as "ratio of library expenditures to total institutional expenditures" or "total college expenditures." By way of contrast, the Sixty College Study deserves particular commendation for its avoidance of fuzzy terminology and by the careful manner in which all expenditure categories are described.

Lack of uniformity in classification of expenditures is but one of many factors that should be taken into account in comparing percentage figures dealing with the relationship of the total library budget to the total educational and general budget. The level and scope of instructional program, adequacy of the general support of the institution, and the nature of the policies controlling the library are other major factors.

Data on expenditure per student for library services have somewhat less stability from year to year than the percentage figures showing distribution of expenditures for various educational and general functions. For that reason unit cost data for library services, if used for inter-institutional comparisons, should be for the latest possible fiscal year. The most readily available source of recent data on library expenditure per student is the journal *College and Research Libraries*. This quarterly publication annually compiles and publishes library statistics for the last completed fiscal year for a group of approximately 275 institutions.

For 1953-54, the median expenditure per student for library operations for a group of 70 institutions with extensive graduate programs was \$47.14. For a second group of 70 institutions with total library budgets of \$33,000 or more, the median was \$38.87. For a third group of 69 institutions with total library budgets of less than \$33,000, the median was \$32.07. The enrollment data used in this report as the basis for computing the amounts per student are head counts and have not been reduced to full-time-equivalent figures.

The per student expenditure figures for the six New Mexico institutions shown in Table 1 are based on full-time-equivalent enrollments. Therefore, only cautious comparisons can

Table 2—Analysis of Library Expenditures, by Object, for 1954-55 for Six State Institutions of Higher Education

Expenditure Item	Institution						Average for 1954-55	Five-Year Average for All Institutions Combined
	A	B	C	D	E	F		
Percentage of Total Library Expenditures for:	%	%	%	%	%	%	%	%
Salaries	61.5	63.0	60.6	51.4	66.0	44.4	60.9	61.0
Books and periodicals	26.8	27.1	25.6	33.1	19.3	42.5	27.0	26.8
Binding	5.9	4.8	7.2	3.1	8.8	10.6	6.1	5.4
Other library expenses	5.8	5.1	6.6	12.4	5.9	2.5	6.0	6.8
Library Expenditure per Student for:								
Salaries	\$25.34	\$23.17	\$20.43	\$23.44	\$23.22	\$31.74	\$24.08	\$26.40
Books and periodicals	11.03	9.99	8.65	15.09	6.77	30.40	10.67	11.61
Binding	2.44	1.76	2.41	1.40	3.10	7.60	2.42	2.34
Other library expenses	2.37	1.88	2.24	5.63	2.07	1.79	2.39	2.93

be made. The data suggest, however, that the New Mexico institutions are spending no more per student on library services than the average, if not somewhat less.

Another source of up-to-date information on library expenditures is the "Statistics for College and University Libraries," issued annually by the Princeton University Library. This report includes data only for a selected group of large university and college libraries, and is of limited value to small institutions for purposes of comparison.

Data showing the proportion of total educational and general expenditures devoted to libraries and the amount per student expended for this purpose give only a general picture of library finances. If the administrator finds that his institution devotes either a larger or a smaller percentage of its total educational and general expenditures to library service than other institutions on the average, or that the amount expended per student for this function differs from the average, these facts do not pinpoint the spots where correction may be needed. A more detailed analysis of library expenditures is necessary to suggest a proper course of administrative action.

Table 2 shows the amounts and percentage of total library expenditures devoted to four object items—salaries,

books and periodicals, binding, and other library expenses—in six New Mexico state institutions of higher education for 1954-55. Expenditures per student for each of the four budget items also are shown.

Considerable research has been done on the percentage relationship of the amounts budgeted for the various objects of library expenditures.⁶ It is generally accepted among librarians that a properly organized library budget designates from 55 to 65 per cent of its total for salaries, from 30 to 35 per cent for books, periodicals and binding, and from 5 to 10 per cent for other library expenses. These figures are by no means hard and fast, and slightly different distribution patterns are given by some writers on library administration. The average percentage distribution of the library budgets for 1954-55 for the six New Mexico institutions shown in Table 2 is 60.9 per cent for salaries, 33.1 per cent for books, periodicals and binding, and 6.0 per cent for other library expenses. The five-year average is virtually the same.

The percentage distribution patterns in Table 2 for two institutions, "D" and "F," show rather large deviations

⁶Wilson, Louis Round, and Tauber, Maurice F.: *The University Library: Its Organization, Administration and Functions*, p. 82. Chicago: University of Chicago Press, 1945.

Table 3—Expenditure per Student for Library Salaries, Weighted for Enrollments, for 1954-55 and Average Annual Expenditures for Books and Periodicals During Five-Year Period for Six State Institutions of Higher Education

Institution	Enrollment	North Central Association Weighting	Weighted per Student Expenditure for Library Staff Salaries	Average Annual Expenditures for Books & Periodicals 1951-52 to 1955-56
"A"	3,727	1.00	\$25.34	\$41,001
"B"	1,702	1.00	23.17	15,994
"C"	925	0.9602	19.62	6,565
"D"	464	0.7091	16.62	7,569
"E"	967	0.9743	22.62	6,915
"F"	174	0.4429	14.06	6,976

from the average. The question now needs to be asked whether the deviations at these two institutions reflect poor budgeting of available library funds or inadequacy of financial support for library services. Some light is thrown on the question by the data in Table 2 on expenditure per student for the four object items that make up the library budget. The amounts per student expended for library staff salaries indicate approximately equal support for this object, though institution "F" would appear to be a little high.

Expenditures per student for books and periodicals show a rather wide range. Institutions "D" and "F" spend the most per student for this item. Institution "F" is again high on binding, and institution "D" spends more than twice as much as any of its sister institutions in the category of "other library expenses." These figures for expenditure per student suggest that poor budgeting of available funds may account for the deviations noted in the percentage distribution pattern of library expenditures for institutions "D" and "F." If an administrator, however, were to act on these data alone, he would be justly criticized for the uncritical use of unit cost figures.

Waples, in 1936, studied the relationship between various kinds of per student expenditure data and excellence of library service.⁶ He found that the amount expended per student for library salaries, if it is to be used as a reliable criterion of excellence of library service, should be weighted for enrollment. In other words, a college with a small enrollment should spend more per student for library salaries in order to maintain a quality of serv-

ice comparable to that of institutions with larger enrollment.

The North Central Association of Colleges and Secondary Schools has since used the amount expended per student for library salaries, weighted for enrollment, as one criterion of quality of library service. Waples also established that the average annual expenditure for books and periodicals for a five-year period was a more reliable index of quality of library service than the amount expended per student for this budget item. Prior to Waples' study, the North Central Association had urged institutions to spend at least \$5 per student annually for

books and periodicals. This standard was abandoned following his finding. Some institutions today still use this figure of \$5 per student as a rule-of-thumb measure to determine the adequacy of the library book budget.

Table 3 shows the effect of weighting on the amounts per student expended for library service reported for the six New Mexico institutions in Table 2. Also shown is the average annual expenditure for books and periodicals for the most recent five-year period for these six institutions.

The amounts expended per student for library salaries shown in Table 2 might have led an observer to conclude that the libraries of the six institutions were about equally supported. The weighted figures in Table 3, however, indicate that considerable inequality exists, and that more remains to be done to equalize the financial support of the libraries of these institutions.

The average annual expenditures for books and periodicals for the most recent five-year period shown in Table 3 substantiate what Waples had stressed in his study of library finance, namely, that institutions with small enrollments, in order to maintain an adequate book collection, should expend almost as much for books and periodicals as other institutions with larger enrollments. Institutions "A"

Table 4—Analysis of Library Staffing and Library Salary Expenditures

	*Year	Institution						
		A	B	C	D	E	F	Average
Percentage of Library Salary Expenditure for Each Employee Category:								
Professional staff	1954-55	61.7	73.7	71.4	46.7	70.6	47.9	64.9
	1955-56	60.7	74.8	73.3	55.5	76.8	51.4	66.4
Nonprofessional staff	1954-55	23.8	17.5	2.1	17.2	10.7	36.6	18.8
	1955-56	24.6	16.8	2.2	13.5	8.6	37.0	18.3
Student help	1954-55	14.5	8.8	26.5	36.1	18.7	15.5	16.3
	1955-56	14.7	8.4	24.5	31.0	14.6	11.6	15.3
No. of professional library staff members for each non professional employe								
	1954-55	1.21	2.40	1.50	1.00	3.00	0.75	1.49
	1955-56	1.19	2.33	1.50	1.00	4.00	0.75	1.51
Average salary of professional staff members								
	1954-55	\$5065	\$4842	\$4500	\$5076	\$5283	\$4533	\$4926
	1955-56	5193	5097	5000	5874	6050	5000	5274
Average salary of non-professional staff employes								
	1954-55	\$2370	\$2756	\$2500	\$1870	\$2400	\$2580	\$2409
	1955-56	2506	2668	2500	1433	2700	2700	2466

*Data for 1954-55 are estimates for fiscal year made in May 1955; data for 1955-56 are the approved operating budgets.

⁶Waples, *op. cit.*

and "B" have complex curriculums and separate professional schools, another factor that must be taken into account in evaluating average annual expenditures for books and periodicals.

The experience in New Mexico has been that when an institution is hard-pressed for funds, the library budget for purchase of books and for binding tends to be among the first items to suffer reduction. Such cuts, however, seldom seem to result in any permanent saving. An institution with a reasonably efficiently operated library will have to make up the postponed book purchases within a relatively short time if the quality of its services is not to suffer damage.

Another important factor in analyzing the staffing of the library is the distribution of personnel and salary payments among the various employee categories. Table 4 presents an analysis of library salary expenditures for the professional staff, the nonprofessional employees, and student help for six state institutions for 1954-55, and the ratio of professional employees to nonprofessionals in each of these institutions. Also shown are the average annual salaries of professional librarians and nonprofessional employees for this group of institutions.

The percentage distribution of library salary expenditures shown in Table 4 indicates considerable variation in institutional policies regarding the extent of reliance on student help. The use of student help in libraries is a common practice among collegiate institutions, and can be justified for a number of good reasons. Many students have pressing need for the funds they earn in order to stay in college. Working in the library also can contribute to the education of the student. The value of a student's service in a library depends greatly upon the degree and expertness of supervision exercised by members of the professional staff.

The data on ratio of professional library staff members to nonprofessional employees show a wide variation among these six institutions. The average for the six institutions is about 1.50 professional employees to each nonprofessional. This average approximates the medians for several groups of collegiate institutions reported for 1953-54 by the *College and Research Libraries*.⁷

⁷College and University Library Statistics, 1953-54, College and Research Libraries. 16: 37-53 (January) 1955.

Table 5—Ratios of Students and Faculty Members to Professional Library Staff Members

Library Staffing Item	Year*	Institution						Average (Mean)
		A	B	C	D	E	F	
No. of professional staff members	1954-55	11.50	6.00	3.00	1.00	3.00	0.75	
	1955-56	12.50	7.00	3.00	1.50	4.00	0.75	
No. of full-time-equivalent students per professional staff member	1954-55	324.1	283.6	308.3	464.0	322.3	232.0	315.2
	1955-56	329.2	260.7	340.0	331.3	255.5	252.0	301.5
No. of full-time-equivalent faculty members per professional staff member	1954-55	17.6	20.1	17.7	28.6	17.2	22.0	18.9
	1955-56	17.4	16.1	18.3	20.5	15.4	23.2	18.0

McNeal recently questioned the existing ratios of professional to nonprofessional employees in college and university libraries as an uneconomical use of professional talent.⁸ He suggests that one professional staff member should be able to direct the activities of two nonprofessional employees. We are inclined to agree with this suggested standard for library staffing.

DO TOO MUCH CLERICAL WORK

A ratio of two or more professional librarians to one nonprofessional employee would seem to indicate that professional staff members are spending too much of their energy and time doing work of clerical or semi-clerical nature. Inasmuch as average salaries for professional staff members are more than twice those for nonprofessional employees in the New Mexico institutions, as shown in Table 4, the suggestion of a low ratio of professional to nonprofessional employees is certainly in the interest of economy. Such a policy should enable an institution to employ fewer but more highly qualified staff members for those library operations that require well prepared professional personnel.

Table 5 shows the numbers of full-time-equivalent students and faculty members per professional library staff employee. These data, used in conjunction with others previously discussed, have enabled the New Mexico Board of Educational Finance to evaluate institutional proposals to increase the number of library staff members. These ratios are rather crude measures

of staffing needs and should not be used without reference to other local institutional considerations.

The American Library Association has done considerable research on the problem of library staffing needs and has developed an interesting formula to guide collegiate institutions in determining the number of professional staff members that should be employed.⁹ This formula takes into account (1) the level of instructional program maintained by an institution and (2) the differential demands for library service by faculty members, graduate students, honor students, upper-class undergraduate students, and lower-class undergraduate students. Each lower-class undergraduate student, for example, is given a weighting of one service unit and each faculty member a weighting of five service units. The total number of such service units constitutes the library service load of an institution. For each group of institutions with a service load within a given range, such as 4000 to 5999 service units, standards are suggested on the number of professional staff members that should be employed, the total annual salary budget, and the total annual book budget. Unfortunately the evidence for the validation of these weightings and standards is not presented.

The kinds of analysis of library expenditures that have been discussed in this article have been limited to those that we believe would be of most interest and usefulness to college administrators who have no professional training as librarians.

⁸McNeal, Archie L.: Financial Problems of University Libraries, *College and Research Libraries*. 15: 407-410 (October) 1954.

⁹Classification and Pay Plans for Libraries in Institutions of Higher Education, Vol. II, 2d ed. Chicago: American Library Association, 1947.



Transportation Picture at 40 Colleges

CALVIN C. GREENE Jr.

Director, Plant and Grounds Division, University of Florida

APPROXIMATELY A YEAR AND A HALF ago, the University of Florida had occasion to effect a degree of change in the organization of its transportation department. Seeking to determine how others had solved some of the problems that faced it in this reorganization, a questionnaire was submitted to approximately 50 colleges and universities comparable to the University of Florida in scope and operation.

Replies were received from 40 institutions, operating fleets ranging in size from five to 306 vehicles.

INFORMATION ASKED FOR

Primarily information was sought on five principal points: (1) the policy or formula applied to replacement of vehicles; (2) rate structure applied for billing departments that make use of vehicles assigned to a transportation or motor pool; (3) degree to which transportation departments are self-sustaining; (4) composition or makeup of vehicular fleets, and (5) other operating practices.

From a paper presented before the convention of the National Association of Physical Plant Administrators of Universities and Colleges at Laramie, Wyo., in 1955.

The first question was an outgrowth of budgeting difficulties, inasmuch as it is necessary to forecast needs and make budget requests for periods up to three years in the future. With such long-range forecasting required, it seemed that some approach other than immediate condition of vehicle was needed to determine budget requests.

The results of the survey indicated that the majority of institutions determine replacements by some combination of factors of age or condition of the vehicle, together with the availability of funds for replacements. However, some 20 to 25 per cent of the 40 institutions replying to the questionnaire use a formula approach to vehicular replacement.

PATTERN CAN BE DETERMINED

While these formulas apply more to passenger car replacement than to truck or heavy-duty vehicles, certain patterns can be determined. Passenger car replacements range from 20,000 miles and/or a year's age to 65,000 miles and/or five years' age. The majority of the institutions seem to prefer replacement at approximately 45,000 miles and at age of two or three years. Truck replacement, on the

other hand, seems geared more closely to age of vehicle, with the range being from three to eight years, the majority favoring replacement at four or five years of age.

MANY MAKE HOURLY CHARGE

The answers to the question of rate structure on vehicle rentals were more difficult to correlate. Several philosophies were encountered, some billing use on a per mile basis, others on a per hour basis, others in terms of out-of-pocket expense plus mileage or plus time. Some institutions assign vehicles permanently to departments, and subsequently bill the department a predetermined depreciation rate and/or mileage, or in terms of time and materials consumed in the servicing of the vehicle.

The most nearly general approach to this problem seems to be to charge for light trucks and passenger cars at the rate of from 5¢ to 10¢ per mile without drivers. Under this framework many institutions make use of an hourly charge which applies in the event that the vehicle is driven an insignificant number of miles. Such charges range from 65¢ to \$2.50 per hour, with \$1.50 being commonest.



Fleet of buses and crew of drivers at the University of Florida, Gainesville, which recently sent out questionnaires to 50 colleges and universities in regard to the scope and type of transportation they used.

At this point it might be well to note that there was virtually no relation discernible between rates applied and the self-sufficiency status of the department.

As regards rates for the use of heavy trucks and buses, even fewer generalities could be drawn from the responses to the questionnaire. A range of from 15¢ to 30¢ per mile, plus the cost of the driver, seems commonest.

TREND INWARD SELF-SUFFICIENCY

The third problem was a determination of the degree to which transportation departments of other institutions are self-sustaining. A trend toward self-sufficiency of service operations is becoming increasingly common, at least in the larger tax supported institutions. Several reasons give rise to this trend toward self-sufficiency; among them are the following: (1) generally speaking, a truer picture of cost of operation can be determined; (2) costs can be applied more appropriately to the beneficiary of the service rendered; (3) the service department is eliminated from competition for fund allocation.

In answer to the question, 11 institutions stated that they conduct a self-

sufficient operation, while five have a partially self-sustaining enterprise. Of the institutions operating transportation departments on a self-sufficient basis, virtually all are engaged in passenger car and bus rental to other departments of the institution, and it would seem to follow that this type of operation lends itself more readily to self-sufficiency than in instances where such rentals are not the practice.

The question of fleet makeup is probably of limited general interest, but statistically the following figures were obtained:

Of 3154 vehicles reported, the breakdown of vehicle types was light trucks, 36.5 per cent; passenger cars and special purpose vehicles, 33.4 per cent; heavy trucks, 28.1 per cent; school buses, 1.7 per cent, and long distance buses, 0.3 per cent.

Of 887 heavy trucks (1 to 2 ton and over), the breakdown was as follows: stake body, 37.0 per cent; dump body, 19.2 per cent; other types, 27.7 per cent; unclassified, 16.1 per cent.

Of 1151 light trucks ($\frac{3}{4}$ ton and under), the breakdown was as follows: pickups, 65.7 per cent; panel delivery, 14.7 per cent; other types,

18.1 per cent, and unclassified, 1.5 per cent.

The results of the survey disclosed several points of operating practice among the institutions reporting. Pertinent points selected are as follows: Four of the 40 institutions operate long-distance buses, while 17 make use of school buses. Half of the reporting institutions provide passenger cars for departmental use, and of these only two qualify the department authorized to use the vehicles. Of the 40 reporting institutions, only five include all institutionally owned vehicles in a fleet or pool operation. However, comments from one or two institutions lead one to believe that probably most institutions include all of their vehicles as a fleet for insurance purposes. Certainly it would seem that this would be the universal practice.

MAKE OF CAR VARIES

In answer to the question as to whether institutions confine their vehicles to those of one make for purposes of minimization of spare parts and other benefits, it is interesting to note that only one institution has all vehicles of one make. This institution, however, operates only five vehicles!

**Nonsense! The food service director,
not the purchasing agent, should do**

The Food Buying

SISTER FRANCIS HUGH

Food Service Director

Ursuline College of Paola, Paola, Kan.

IN HIS ARTICLE, "SHOULD THE PURCHASING AGENT BUY FOODSTUFFS?" published in the September issue of COLLEGE AND UNIVERSITY BUSINESS, Clinton Johnson says that recently it has been reported that institutional food buying is less than 50 per cent efficient. If so, 'tis a grievous offense and grievously answered especially by buyers who have had dietetics training, if they are guilty.

Mr. Johnson maintains that the agent engaged in centralized purchasing for all the departments of a university is usually able to be a more satisfactory and efficient food buyer than is a dietitian or food service director. I take exception to this opinion. The food purchasing agent best qualified by training and best equipped by experience should certainly be the dietitian who is a food service director.

This is particularly true in smaller institutions. According to Mr. Johnson, medium and small sized establishments make up about 90 per cent of the institutions classed as food service units. It is my conviction that if there is considerable loss in the efficiency of food purchasing in these units the remedy is to be found not so much in centralized purchasing for the whole institution as in the training and education of food service managers. Or it may be that in some instances the abilities of those prepared to assume the task of food purchasing are not put to the challenge.

In virtue of her position, the food service director is best able to get a complete picture of the food operation from the vantage points of production, consumption and cost accounting. All

the principles of effective buying apply as well in smaller institutions as in large, but by the very nature of the situation there is less need for involvement in the smaller institutions. When responsibility for meals as served in the dining hall or cafeteria and for the grocery bills sent to the office are placed on one individual, she operates within a system of checks and balances calling for the most intelligent and effective purchasing possible.

One who is a member of the staff engaged daily in the preparation and service of foods and who also contacts her "public" to observe at first hand the satisfaction or dissatisfaction of those served has an over-all view that enables her to make evaluations that no one else is quite so well equipped to make.

KNOWS PRINCIPLES OF BUYING

A person who has had training in college courses as they are offered to dietitians has studied the principles of buying and has learned to apply them specifically to the purchasing of foods. Such a person knows very well indeed what the food industry offers. Because of her professional interests she keeps herself informed about new products and new processes. She is aware of conditions, local and otherwise, that may influence the supply of some foodstuffs. Help comes from bulletins, journals and other publications, and through contact with representatives of suppliers. Efforts made by suppliers by means of exhibits at conferences and conventions are also of value.

The person who controls menus has a major responsibility in supplying

what best fits the needs in a given case. Herein lie the determining factors in regard to the desired style, grade and quality of foodstuffs. There is no reason for using the same pack of fruit as it is, unchanged, for dessert, or combined in a salad or baked in a cobbler.

When considering needs we have found that in our small institution requirements differ somewhat from year to year. The popularity of a few items on the menu may be marked among one group of girls and comparatively lacking in the next year's group. Our efforts to please students and also our attempts to interest students in better nutrition have definitely been reflected in determining the needs. It has been a true advantage to have supervision of service and purchasing of food vested in one person. The advantage likewise is paramount in the decisions made on the use of fresh, canned and frozen foods.

Specifications covering selections are of primary importance to the dietitian. She is well aware of the challenge offered in drained weights, solids, count, variety, grades, density of sirup, flavor, and what have you. She enjoys a unique position that gives her the best opportunity to gain cooperation in the cutting of samples and also in the evaluation of products over a period of time.

The experience gained through actual purchasing processes coupled with a thorough background knowledge of foods and nutrition should enable a dietitian to work out good buying procedures. When one makes mistakes there is perhaps no greater incentive for profiting from them than the fact there is simply no one else to be blamed.

The dietitian who is a food service director and purchaser is well acquainted with storage space, inventory, equipment and kitchen staff, including all helpers. The checking, placing and moving of all food supplies that come in are important items in efficiency and can be opportunely accomplished by one whose major interest is in the production and acceptance of meals resulting in the most reasonable and approved expenditure of funds.

At the present time I can see no reason why anyone who buys electronic, x-ray or stage equipment should thereby be a more efficient food purchaser. I am inclined to think that the ineffective buying, whatever there is of it, of food service directors who are dietitians is due to knowing and not doing.

Sexton *Menu marvels*

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CHICKEN FRICASSEE 13.9%

CHILI WITH BEANS 9.4%

CHILI WITHOUT BEANS 10.5%

BEEF STEW 7.3%

BEEF IN GRAVY 20.1%

BEEF HASH 9.9%

CHICKEN A LA KING 10.5%

CORNEB BEEF HASH 9.4%

BEEF IN BARBEQUE SAUCE 19.4%

CALORIES NEEDED EVERY DAY

60% from starch and sugar

25% to 30% from fat

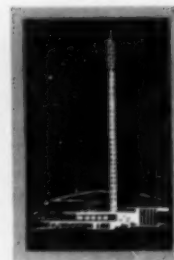
10% to 12% from protein

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Educational-Broadcast TV and GPL ii-TV



A flood of letters to GPL has raised questions on the roles of television in education and on *ii-TV*. Here are some answers.

Is GPL *ii-TV* the same thing as the "Educational TV" I've heard about?

GPL *ii-TV* has wide educational uses, but the term "educational TV" was applied some years ago to the only kind of "educational" television then known: TV programs broadcast from non-commercial stations. Today the phrase is still used to refer to this broadcast type, which can be tuned in by home receivers.

What does *ii-TV* stand for?

ii-TV stands for the *industrial* and *institutional* television system of GPL. It is named for the areas where it finds its widest applications. The *ii-TV* camera transmits TV images over a closed-circuit so that only receivers on the circuit get the picture. Nothing is broadcast to the general public.

How does GPL *ii-TV* compare with Broadcast Television for educational use?

TV broadcasts by non-commercial stations are, of course, an excellent educational medium and, incidentally, most of the country's educational-broadcast stations utilize GPL equipment. These stations can reach large numbers of people scattered over large regions. GPL *ii-TV*, on the other hand, permits you to bring your own specific educational material, organized in the most effective manner and delivered by the most expert teachers, directly into the classroom for which the program is designed. It requires no FCC license or channel allocation and—since no complex TV broadcast equipment is needed—*ii-TV* costs far less to buy and maintain.

With tight school budgets, can we justify purchase of a GPL *ii-TV* System?

No luxury, a GPL *ii-TV* System is an economically feasible educational tool. It increases the teaching effectiveness of the whole staff. An instructor giving a course before a GPL camera can reach any number of classrooms in a school or school system simultaneously. This permits readjustment of the teaching

program, giving more time for individual help with learning problems and helps to cope with the teacher shortage. In the same way GPL *ii-TV* helps you to enrich the curriculum with the special courses—especially for exceptional children—prohibitive in cost when taught in separate classes in each school.

Does GPL *ii-TV* have other uses besides teaching?

Yes, many. The GPL *ii-TV* camera can monitor gates and corridors of schools, playgrounds, lunchrooms, study halls, thus freeing teachers from these chores. In city systems, conferences and staff meetings can be held over the *ii-TV* circuit with no staff time lost in travel. By means of the GPL TV projector, special events can be presented, and broadcast TV programs "picked up" and projected on a large screen, for showings to large groups.

Will we have to hire TV technicians and actors?

No. The entire GPL *ii-TV* System can be handled by the regular teaching staff, and assisting students. As for *ii-TV* teaching—the instructor teaches, he doesn't have to "act."

Do we need expensive lights, camera booms, etc.?

No, *ii-TV* needs no complicated lighting equipment; can be powered from ordinary outlets. It does not require special studio facilities. Courses can be presented right in a classroom, shop, or laboratory. The camera itself weighs only five pounds; the controls, 26; the entire system is easily carried to wherever it is needed.

How much does a GPL *ii-TV* System cost? How about maintenance?

The basic equipment for a GPL *ii-TV* System costs less than one-sixth of the national average cost of a single classroom. All GPL equipment is sturdily built; upkeep costs are low.

For information on how GPL *ii-TV* can help solve your problems, write:

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NEWS

**Announces Food Service Institute for 1956 . . . Walters Statistics Show
Brisk Upward Trend in Enrollment . . . Ford Grants Break Record for
Philanthropy . . . P.C.W. Changes Name . . . Russell Heads Ohio Study**

Walters Enrollment Statistics Show Trend Is "Briskly Upward"

CINCINNATI, OHIO.—For the third straight year "the trend is briskly upward" in American collegiate enrollment, Dr. Raymond Walters, president emeritus of the University of Cincinnati, announced last month in his 36th annual statistical study for *School and Society*.

In 886 approved universities and four-year colleges throughout the United States and its territories there are 1,612,225 full-time students—9 per cent more than in the fall of 1954—and a grand total of 2,111,485—8.3 per cent more than the previous fall. Part-time students are up 6.5 per cent.

Dr. Walters' current survey includes 97.3 per cent of approved institutions. The 25 not reporting or reporting too late were chiefly small colleges.

As in several preceding years, 1955's biggest percentage gains for freshmen are in specialized areas of study, representing a "response to increasing demands for trained personnel in an industrialized nation." However, in actual numbers, enrollments remain greatest in the broader area of the arts and sciences.

"Recruits for the depleted ranks of school teaching are on the way in encouraging numbers, especially in regard to men," Dr. Walters says. "Last year there was an increase of 19.4 per cent over 1953 in full-time students starting courses in the field of teacher training; this year there is an increase of 13.2 per cent over 1954.

Engineering freshmen this year are 13.2 per cent more numerous than last year, when 9 per cent more were enrolled than in 1953. Independent technological schools also report increases, despite the fact that some are "exercising enrollment control because of limited space and facilities."

Describing it as "less spectacular but substantial nevertheless," Dr. Walters cites a 7.7 per cent increase in liberal arts freshmen. There are 8.1 per cent more freshmen in commerce; 3.9 per cent more in agricultural colleges.

(Continued on Page 52)

Search for New President of Ohio State in Progress

COLUMBUS, OHIO.—Data on 79 persons suggested for the presidency of Ohio State University have been submitted to the board of trustees. Material on their educational, administrative and other qualifications has been prepared by the 11 member faculty evaluation committee. No names were revealed. The faculty committee is still at work.

The office of the presidency will become vacant on June 30, with the retirement of Dr. Howard L. Bevis.

No deadline has yet been set for the receipt of names. Under procedure established by the board, names are submitted to the secretary of the board, who in turn sends them to the faculty committee for evaluation.

Ford Grants Break All-Time Record for Philanthropic Giving

NEW YORK.—All records for philanthropy were broken when the Ford Foundation announced on December 12 that grants totaling \$210 million were being made to 615 privately supported four-year liberal arts colleges.

Grants, on the average, amounted to one year's payroll in a college's division or department of liberal arts. One hundred and twenty-six colleges received an additional grant of approximately 50 per cent of their original grant because of the effort made at those institutions in recent years to increase faculty salaries.

The grants must be carried as endowment for a period of at least 10 years, with the income from the endowment being used for increasing faculty salaries. At the end of the 10 year period the college has the privilege of continuing the endowment or of utilizing the principal.

In addition to the approximately \$260 million granted to privately supported institutions, the foundation also announced grants to public institutions.

(Continued on Next Page)

FOOD SERVICE INSTITUTE

In response to popular and insistent demand, the fifth Food Service Institute to be presented by COLLEGE AND UNIVERSITY BUSINESS will be held July 16 to 18 at the Knickerbocker Hotel, Chicago. Northwestern University and the University of Chicago will aid in the sponsorship of the 1956 institute.

In 1948, 1949, 1951 and 1954, capacity enrollment of 125 delegates made it impossible to permit multiple registration by any single institution. A maximum of two delegates per institution has been established.

Outstanding leaders in food service administration will be members of the faculty for the 1956 Food Service Institute. Program details will be announced in forthcoming issues of this publication.

Tuition fee for the three-day institute will be \$17.50. Checks should be made payable to "Food Service Institute" and sent to COLLEGE AND UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill.

NEWS.

ported liberal arts colleges, \$90 million was granted by the Ford Foundation for purposes of medical education. At least 3500 privately supported hospitals were granted \$200 million.

The advisory committee, appointed by the Ford Foundation to aid in policy development on disbursement of the grants, included the following:

Devereux C. Joseph (chairman), New York Life Insurance Company.

Raymond B. Allen, chancellor, University of California at Los Angeles.

William M. Allen, president, Boeing Aircraft Company, Seattle.

James B. Black, president, Pacific Gas and Electric Company, San Francisco.

Malcolm H. Bryan, president, Federal Reserve Bank of Atlanta.

Victor L. Butterfield, president, Wesleyan University, Middletown, Conn.

The Rev. Robert I. Gannon, rector, St. Ignatius Loyola Church, New York City, former president of Fordham University.

Mrs. John G. Lee, Farmington, Conn., president, League of Women Voters of the United States.

Robert A. Lovett, Brown Brothers, Harriman & Co., New York, formerly secretary of defense.

John D. Millett, president, Miami University, Oxford, Ohio.

James L. Morrill, president, University of Minnesota.

Edgar B. Stern, chairman, WDSU Broadcasting Services, New Orleans.

Logan Wilson, president, University of Texas.

John J. Corson (executive vice chairman), McKinsey & Co.

William C. Fels (executive secretary), College Entrance Examination Board.



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D-1

Names Advisory Committee for Facilities Survey

WASHINGTON, D.C.— A detailed physical plant facilities survey of higher education will be made, it has been announced by Samuel M. Brownell, commissioner of education, Department of Health, Education and Welfare.

The survey will consist of an inventory of existing plant facilities in colleges and universities in the United States, will summarize institutional planning now under way, and will project plant needs for the next decade or more.

A national committee has been appointed by the U.S. Office of Education to advise on the technics and details of the survey. The project is under the direction of Dr. Ernest V. Hollis and Dr. W. Robert Bokelman of the U.S.O.E. staff.

Persons serving on the national advisory committee for the survey include: George F. Baughman, business manager, New York University; James B. Clarke, treasurer, Howard University; Ray L. Hamon, chief, school housing section, Department of Health, Education and Welfare; Harold W. Herman, editor, COLLEGE AND UNIVERSITY BUSINESS; Don Jones, building consultant, division of administrative studies, Indiana University; John Dale Russell, chancellor and executive secretary, New Mexico Board of Educational Finance; Wallace P. Wetzel, superintendent of buildings and grounds, Temple University, and Charles H. Wheeler III, treasurer, University of Richmond.

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NEWS

Women's College Changes Name to Chatham

PITTSBURGH.—Pennsylvania College for Women, fourth oldest of its kind in America, has changed its name to Chatham College, Dr. Paul R. Anderson, president, announced recently. The new name will honor William Pitt the Elder, the first earl of Chatham.

Founded in Pittsburgh in 1869, the college is a privately supported liberal arts institution with enrollment of 445

women. The board of trustees selected the new name, President Anderson told a student-faculty dinner on the college campus, after careful review of more than 125 suggestions by alumnae, faculty and students.

Before deciding to change the college's name, the trustees polled the alumnae and faculty on the question. Of the 3000 alumnae, in 46 states and 12 foreign countries, 1530 replied to the mail balloting. More than 72 per cent favored a change, with every class

since 1900 and every region showing a clear majority. The faculty voted unanimously for the change; support was also expressed by the student newspaper.

In selecting Chatham, the trustees used certain criteria against which all suggestions were measured. Among these were: connotation of a great principle, in this case the rights of free men; memorialization of a great person; relationship with Pittsburgh and the nation; relationship with the purposes of the college; euphony and brevity. The trustees voted unanimously for Chatham.

Walters Statistics Are "Briskly Upward"

(Continued From Page 49)

Breaking down the statistics for full-time students into types of institutions, Dr. Walters finds the 469,694 in 65 public universities are up 8.6 per cent; 266,618 in 53 private universities are up 4.9 per cent; 411,099 in 532 independent colleges of arts and sciences are up 9 per cent; 137,989 in 56 independent technological institutions are up 10.8 per cent, and 144,408 in 126 independent teachers colleges are up 17.2 per cent.

In full-time students, the 20 largest are: California, 38,594; State University of New York, 24,634; Minnesota, 23,393; Texas, 23,328; Illinois, 21,889; University of Michigan, 20,861; Ohio State, 19,590; Wisconsin, 15,465; Michigan State, 15,277; Pennsylvania State, 14,054; New York University, 13,700; Indiana, 13,619; Columbia, 12,314; Washington (Seattle), 11,846; Purdue, 11,750; Syracuse, 10,816; Harvard, 10,406; Maryland, 10,343; New York City College, 10,323; Cornell, 10,265.

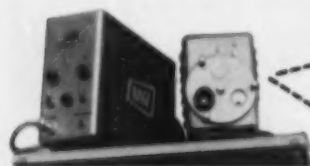
In grand total of students, the 20 largest are (California, Harvard and Texas did not report grand total figures): New York University, 37,064; State University of New York, 33,623; Minnesota, 30,082; New York City College, 26,426; Columbia, 25,887; Illinois, 25,386; University of Michigan, 24,361; Boston University, 23,021; Ohio State, 21,744; Wisconsin, 20,119; Indiana, 19,874; Brooklyn College, 18,638; Wayne, 18,498; Southern California, 17,944; Michigan State, 17,830; Northwestern, 17,382; Pittsburgh, 17,287; Pennsylvania State, 16,640; University of Pennsylvania, 15,570; Maryland, 15,333.

DAGE TV AT WORK

HOW KANSAS STATE TEACHERS COLLEGE USES TELEVISION AS A TEACHING TOOL

"The possibilities appear unlimited," says Dr. Rees H. Hughes, president, Kansas State Teachers College, Pittsburg, Kansas, and president-elect of the American Association of Colleges for Teacher Education. Dage TV has been used at Pittsburg in teacher-training and will be widely field-tested in audio-visual education. These are some of the uses:

- Transmitting Class and Laboratory Demonstrations from a Central Point to Class rooms.
- Eliminating Mass Assemblies by Televising Special Events to Students in Class.
- Permitting Students of Teaching Methods to Study Classes in Action.



- Dramatizing Information Presented to Students.
- Eliminating Need for Duplicate Equipment, Files, Films and Slides.

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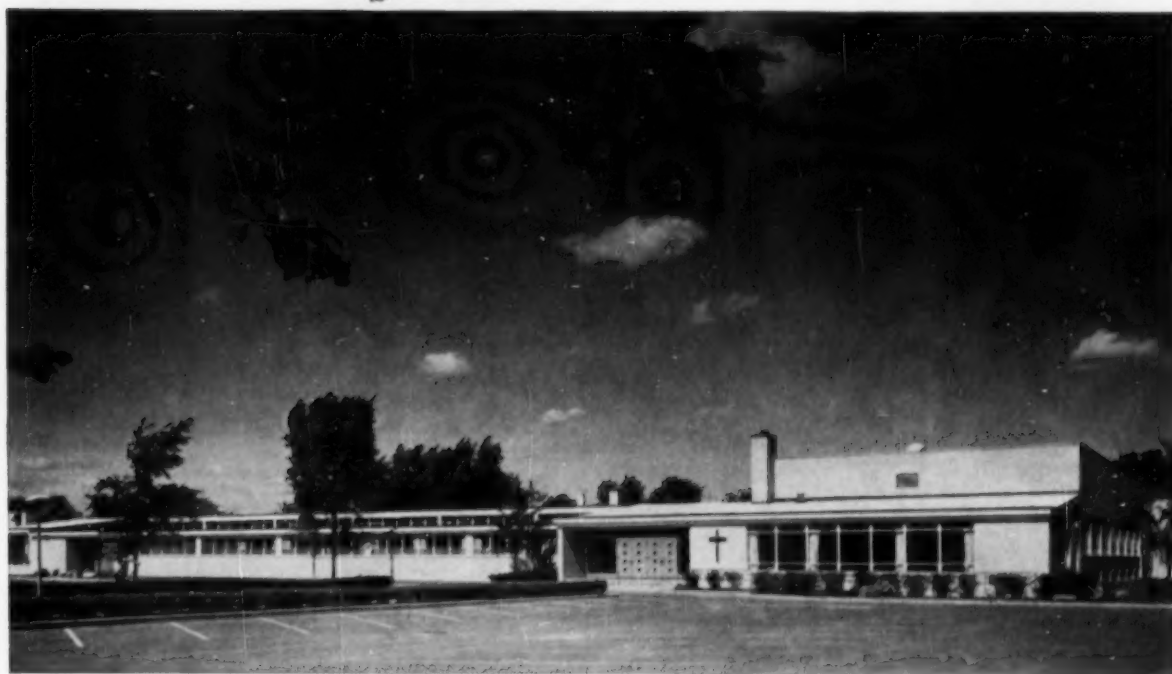


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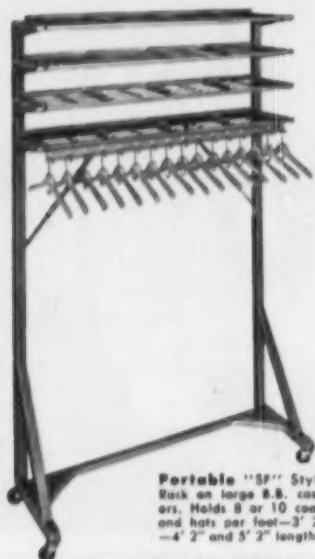


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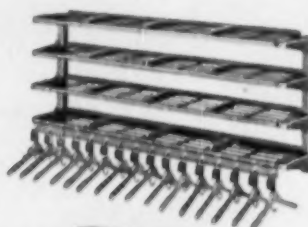
Portable "DF" Style Rack on large S.B. casters. Holds 8 or 10 coats and hats per foot—3' 2" —4' 2" and 5' 2" lengths.



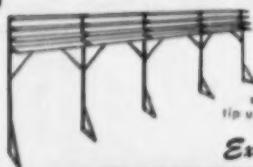
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NEWS • • • • •

Russell to Head Ohio "Tidal Wave" Study

COLUMBUS, OHIO.—How to cope with Ohio's impending tidal wave of students will be sought in a study to be undertaken under the sponsorship of the Ohio College Association.

Appointed to direct the study is John Dale Russell, chancellor and executive secretary of the board of educational finance of New Mexico. Dr. Russell, on leave from New Mexico, will establish headquarters on the Ohio State University campus.

Announcement of the study and of Dr. Russell's appointment was made by President Howard L. Bevis, chairman of the association's committee on expanding student population. It is hoped to have the results ready for the annual meeting in April.

A fund of \$15,000 has been provided for the project, described as an "initial study." The Ohio College Association provided half of this sum, and the Rockefeller Foundation contributed the remainder. Later studies may be necessary.

President Bevis declares that the study will not seek more statistics on the problem, as the children are already born and counted.

"The study will be on a policy level," he said. "We are hopeful that out of it will come policy recommendations to the various colleges as well as to the legislature."

Dr. Russell, who served as director of the division of higher education in the Office of Education from 1946 to 1951 and later as assistant commissioner for higher education, will visit Ohio colleges to find out what each hopes to do in meeting its increasing enrollment problem.

"After Dr. Russell has collected information from the various colleges, he will consider what are the most expedient ways of meeting the problem," the Ohio State president continued. "We don't know what the answers may be—whether we need junior colleges, community colleges, branches of some of the larger schools, or an additional year for college-level study in high school."

Members of the committee, headed by Dr. Bevis, are the Very Rev. Frederick E. Welfe, president of John Carroll University and head of the Ohio College Association; Robert N. Montgomery, president of Muskingum College; John D. Millert, president of



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Architects: Albany Architects and Engineers
Albany, Georgia



NEWS

Miami University; William E. Stevenson, president of Oberlin; Novice G. Fawcett, superintendent of Columbus public schools, and Norman P. Auburn, president of the University of Akron.

Park College Announces Faculty Salary Raise

PARKVILLE, MO.—A new salary scale for faculty members of Park College has been authorized by the board of trustees to become effective next

September. In general, the plan approves increases at all salary ranges, with a 20 per cent increase at the top salary level.

The decision was made at a recent meeting of the board of trustees on recommendation of President Robert Eli Long, and the plan was announced to the faculty in a memorandum December 12. Both steps were taken by college officials before they had any indication Park College was to share in the Ford Foundation grants.

The new salary range means an increase of from \$30,000 to \$35,000 in operating expense. Income from the foundation grant (\$99,500) is expected to account for only about \$4000 in annually usable funds.

The foundation grant will be a valuable addition to the college's portfolio of securities and should be a nucleus for other grants with which the new budget for salary increases may be met, Dr. Long pointed out. A long-range development program aimed at bringing about the salary increases and other advancements at Park College is well under way at this stage.



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Ten Named Advisers in National Talent Search

EVANSTON, ILL.—Ten educators have been named to the advisory council of the National Merit Scholarship Corporation, John M. Stalnaker, president of the scholarship granting agency, announces.

N.M.S.C., an independent nonprofit corporation, conducts an annual national talent search for those high school seniors throughout the U. S. who exhibit the highest promise to benefit from a college education. Winners of the 1955-56 search will share in some \$3 million in awards. The merit scholarships are acceptable in any accredited U. S. college for any course of study leading to a baccalaureate degree. The basic program has been underwritten for 10 years to the extent of \$20.5 million by the Ford Foundation and the Carnegie Corporation of New York.

The awards include scholarships sponsored by Sears Foundation, Time Inc., Stewart-Warner, McGraw-Hill, Johnson Motor Lines, Pittsburgh Plate Glass Foundation, and General Foods.

The advisory council will include: Theodore A. Distler, executive director, Association of American Colleges; Paul E. Elicker, executive secretary, National Association of Secondary-School Principals; Rev. John J. Green, O.S.F.S., secretary of secondary education, National Catholic Educational Association; Arthur Howe Jr., director, office of admissions and freshman scholarships, Yale University; Morris Meister, principal, Bronx High School of Science, New York; R. B. Norman, principal, Amarillo High School, Amarillo, Tex.; Paul W. Pinckney, principal, Oakland High School, Oakland,



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THE FIVE-OCTAVE SIXTY-ONE NOTE

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NEWS

Calif.; Mary A. Sheehan, principal, Monroe High School, Rochester, N. Y.; Raymond G. Wilson, executive secretary, Commission on Secondary Schools, Southern Association of Colleges and Secondary Schools, Atlanta, Ga.; Wilford H. Woody, principal, West High School, Denver.

Bucknell Announces \$50 Tuition Increase

LEWISBURG, PA.—To help meet the higher costs of university's services and to maintain higher faculty salaries, an increase of \$50 a semester in tuition, along with increases in certain other fees, will become effective at Bucknell University next September, President Merle M. Odgers announced recently.

This change will bring the comprehensive charge for both men and women students to a maximum of \$1500 a year for all degree programs.

"By careful budgeting, Bucknell has been able to avoid an increase in tuition charges and general fees since September 1951, when a modest increase became effective," President Odgers said.

Under the new schedule, resident women students and resident freshman men will pay a comprehensive annual charge of \$1500 to cover tuition, general fee, room and board. Upper classmen living in East or West College will pay a comprehensive charge of either \$1400 or \$1500, according to the type of room selected. Nonresident students will be charged \$700 for tuition, plus a general fee of \$150, for a total of \$850 a year.

Drexel Plans to Double Technical Facilities

PHILADELPHIA.—Drexel Institute of Technology officers announced on December 9 that plans will be made for an early expansion of facilities to accommodate up to 14,000 students, double the present enrollment.

This enrollment would give Philadelphia one of the nation's largest concentrations of students in science, engineering and industrial administration. The expansion will be financed by construction loans and loans of longer term, a technic considered unique for private educational institutions.

The announcement was made by President James Creese at a luncheon

marking the 10th anniversary of his inauguration. The luncheon was sponsored by the Chamber of Commerce of Greater Philadelphia and more than 200 civic and industrial leaders of the tri-state region.

Highlight of the luncheon was the presentation of a Chamber of Commerce award for distinguished civic and educational service to Dr. Creese.

NAMES IN THE NEWS

Clifford C. Furnas, chancellor of the University of Buffalo, was recently appointed by President Eisenhower to the post of assistant secretary of defense for research and development. Mr. Furnas succeeds Donald A. Quarles, now secretary of the air force.

Paul Stanton Bachman, a member of the University of Hawaii faculty since 1927, was recently inaugurated as fourth president of the university. He succeeded Gregg Paul Sinclair, who has retired after 13 years as president.

John L. Pepin, treasurer and business manager of Hamline University, St. Paul, Minn., recently resigned to accept appointment as treasurer and business manager of Drew University, Madison, N.J.



John L. Pepin

Mr. Pepin took the position at Hamline in 1949 and simultaneously was elected a member of the board of trustees. He begins his duties at Drew on February 1.

Donald P. Bean, director of the Stanford University Press, resigned recently to become director of the Syracuse University Press. He succeeds William E. Miller, who retired in 1955 after 10 years as press director.

John M. McKinley has been appointed assistant controller of the American University, Washington, D. C., according to an announcement by



John M. McKinley

William O. Nicholls, treasurer. A native of Washington, D.C., Mr. McKinley served for four years as auditor with Arthur Andersen & Co.



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NEWS

Gordon B. Bridges Jr., associated with the Kendall Hotel and its catering service in Framingham, Mass., is the new director of food service at Middlebury College in Vermont. His duties began on January 1. Gordon B. Bridges Sr. is director of food service at Amherst College.



Gordon Bridges Jr.

Victor J. Danilov, supervisor of public information at Illinois Institute of Technology, has been named to the newly created post of manager of public relations. The advancement is designed to implement the institute's public relations program, according to **Stewart S. Howe**, vice president in charge of development and public relations.

Robert R. Rowland, minister of Morton Memorial Methodist Church, Jeffersonville, Ind., is, since December 1, assistant to the president in charge of

public relations and development at Evansville College.

William E. Linch, a member of the architectural firm of Sims, Cornelius and Schooley, Columbus, Ohio, has been named university architect by the board of trustees of Ohio State University. Mr. Linch succeeds **Howard Dwight Smith**, who is retiring at the age of 70, after having served as university architect for 26 years.

Joseph C. Scroggs, until recently a consultant to the Philippine government, is establishing and will direct a personnel office for non-academic employees at Stanford University. His appointment became effective December 1.

Byron K. Trippet, dean of Wabash College, Crawfordsville, Ind., since 1941, has been named president of the college. On February 1 he will succeed **Frank H. Sparks**, who resigned after 14 years as president to become chairman of the board of trustees.

Walter L. Willig, professor of civil engineering and assistant dean in the school of technology at City College of New York, has been appointed president of the new Staten Island Community College, which will open next September.

Archibald MacIntosh, vice president and director of admissions at Haverford College, Haverford, Pa., has been named acting president to succeed **Gilbert F. White**, who resigned last June to return to teaching and research as professor of geography at the University of Chicago.

Mary Belden James Lehn, registrar of Hunter College, New York City, since 1932 and before that secretary to the president, will retire this spring after nearly 50 years of service. Mrs. Lehn has known all the presidents of the college.

Charles B. Markham, 69, treasurer of Duke University, died recently of a heart ailment. He had been a member of the university staff for 46 years and treasurer since 1941.

Caroline Boardman Greene, registrar emeritus of Mount Holyoke College, died recently at 89 years of age. She had retired in 1934.

William Lowe Bryan, president of Indiana University from 1902 to 1937 and president emeritus since 1937, died recently at the age of 95.



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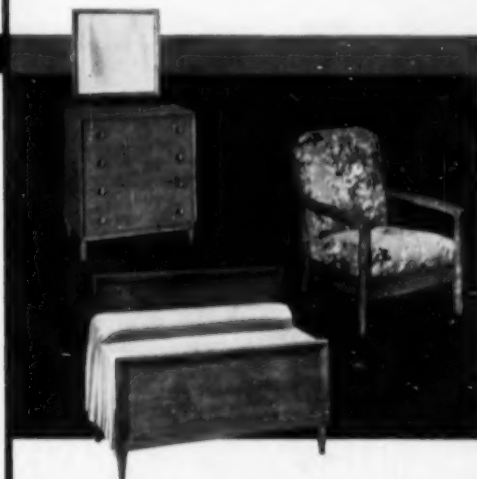
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Associations of College and University Business Officers

American Association

President: J. B. Clarke, Howard University; secretary: B. A. Little, Southern University.

Convention: April 29-May 1, State Teachers College, Winston-Salem, N.C.

Canadian Association of University Business Officers

President: A. G. Rankin, University of Toronto; secretary-treasurer: E. A. Wilkinson, Hart House, University of Toronto.

Central Association

President: C. C. DeLong, University of Illinois; secretary-treasurer: T. N. McClure, Knox College.

Convention: May 6-8, University of Notre Dame, Notre Dame, Ind.

Eastern Association

President: Marcus Robbins, Yale University; secretary-treasurer: Kurt M. Hertzfeld, University of Rochester.

Convention: Dec. 2-4, Greenbrier Hotel, White Sulphur Springs, W.Va.

Southern Association

President: Wendell M. Murray, North Carolina State College; secretary: C. O. Emmerich, Emory University.

Western Association

President: Gerard Banks, College of Puget Sound; secretary: Kenneth A. Dick, University of Idaho.

Convention: April 29-May 2, Claremont Hotel, Berkeley, Calif.

National Federation of College and University Business Officers Associations

President: Nelson A. Wahlstrom, University of Washington; vice president: Henry Doten, University of Maine; secretary-treasurer: C. H. Wheeler III, University of Richmond.

American College Public Relations Association

President: Bradford D. Ansley, Emory University; executive secretary: Marvin W. Topping, 726 Jackson Place, N.W., Washington 6, D.C.

Association of College Unions

President: Frederick Stecker, Ohio State University; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.

Convention: April 8-11, Purdue University, West Lafayette, Ind.

College and University Personnel Association

President: Arlyn C. Marks, State University of Iowa; secretary-treasurer: Elwood C. Clark, Rutgers University; executive secretary: Donald E. Dickason, University of Illinois. Permanent headquarters, 809 S. Wright St., Champaign, Ill.

Convention: Aug. 5-8, Cornell University, Ithaca, N.Y.

National Association of College Stores

President: E. Lyle Goss, University Book Store, Seattle; executive secretary: Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.

Convention: April 15-18, Statler Hotel, Boston.

National Association of College and University Housing Officers

President: F. C. McConnell, University of Texas; secretary-treasurer: Ruth N. Donnelly, University of California, Berkeley.

Convention: July 29-Aug. 1, University of Oregon, Eugene.

National Association of Educational Buyers

President: D. R. Kimrey, University of Oklahoma; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

Convention: May 2-4, Jung Hotel, New Orleans.

National Association of Physical Plant Administrators of Universities and Colleges

President: C. B. Jensen, University of Wyoming; secretary-treasurer: A. F. Galistel, University of Wisconsin.

Convention: May 20-23, University of Wisconsin, Madison, Wis.

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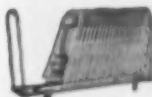


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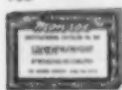
Right: Transport-Storage Truck No. T34

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NEWS

Six State Colleges in Ohio Present Building Needs

COLUMBUS, OHIO.—A long-range building program for Ohio's six state supported colleges and universities totaling more than \$140 million, with immediate needs for buildings in the amount of \$47,250,775, has been submitted to Gov. Frank J. Lausche and the State Capital Improvements Planning Board by the Inter-University Council of Ohio, according to an announcement by Dr. Charles H. Wesley, president of Central State College and president of the council.

The six state supported universities in Ohio will share in half of the \$150,000,000 bond issue voted at the last election to provide buildings for mental hospitals, state universities, and certain school districts. Requests from the participating groups must be submitted to the capital planning board.

Dr. Wesley described the request for \$47,250,775 as embodying "the immediate pressing needs" of the six state schools.

"Unless action is undertaken," he stated, "the students of tomorrow will be facing the lack of educational opportunity. Higher education in Ohio now faces urgent needs in its present and its future."

These immediate requests were as follows:

Bowling Green State.....	\$4,657,500
Kent State	6,037,500
Miami	5,520,000
Ohio	5,520,000
Ohio State	24,222,025
Central State College.....	1,293,750

The council president explained that the long-range plan, covering six years, was figured on the basis of three times the immediate needs, and represents a total of \$142,752,325.

"The long-range needs of the state universities are based on the fact that by 1965 we shall face a 50% increase in enrollments," Dr. Wesley declared.

The six state colleges and universities now serve nearly one-half of the college students in Ohio. Dr. Wesley pointed out that with the coming tidal wave of students, the state schools "must be prepared to assume more than a proportionate share of this increase because many of our excellent privately financed institutions have stated categorically that they expect to limit enrollments."

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On all types of floors — wood, asphalt, rubber, linoleum, cement, terrazzo — Cream Suds does a thorough, safe cleaning job.

Excellent, too, for hand dishwashing and for general cleaning purposes — windows, light fixtures, painted walls and woodwork, bathroom fixtures.

The hardest water won't lower the exceptional cleaning power of Cream Suds. It dissolves readily, removes soil and grease amazingly fast, rinses freely, and is *safe for both surfaces and hands*.

You'll like the efficiency, safety and economy of Cream Suds. Available in 50-lb. bags and 100-lb. fiber drums.

Procter & Gamble

INSTITUTIONAL SOAP SALES DEPT.
P. O. BOX 599 — CINCINNATI 1, OHIO

America's largest manufacturers of
quality soaps and detergents



yours for the asking

If you provide individual cakes of soap in your showers and washrooms, here are two of America's best known, best-liked toilet soaps. Sample cakes of Ivory and Camay in this attractive plastic case are yours for the asking. We will also include descriptive sheet on Cream Suds.

classified advertising

POSITIONS WANTED

Administrative Assistant — To comptroller, treasurer or business manager; twenty-five years experience private manufacturing corporation supplying building industry; fourteen years as general manager, ten years as treasurer; experienced in finances, accounting, purchasing, personnel and selling; college graduate B.A. degree; married; two children. Write Box CW-281 COLLEGE AND UNIVERSITY BUSINESS.

Administrative Assistant to President, Financial Vice President, Treasurer, Business Manager, Controller — Ten years as administrator in higher education, seven years in secondary education, ten years in industry; proven competence in accounting, budget preparation, financial reporting, supervision of purchasing, maintenance physical plant, dining halls, dormitories, book stores, fund raising, personnel, endowment funds; excellent family background, married, 4 children; B.S. and M.A. degrees; working for M.B.A. and Ph.D.; presently employed in university; desire opportunity for advancement. Write Box CW-287 COLLEGE AND UNIVERSITY BUSINESS.

Controller, Business Manager, Treasurer — Successful college treasurer and business manager thirteen years; college teaching in business administration four years, experienced in accounting, budget preparation and control, financial reporting, purchasing and plant maintenance; have understanding and imagination; presently employed in college; desire change. Write Box CW-276 COLLEGE AND UNIVERSITY BUSINESS.

Executive — With twenty-five years experience in office and business management in large midwest university; publishing and accounting training and background; desires responsible position in college or university. Write Box CW-278 COLLEGE AND UNIVERSITY BUSINESS.

Food Administrator — Seven years experience as college food service administrator; five years with state institutions; experienced in budget control and personnel development; married; 35; veteran; desires larger operations; references on request; Write Box CW-271 COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director — Dietitian with more than 20 years administrative food service experience in colleges and hospitals desires college position in Atlantic seaboard area; available February 15. Write Box CW-279 COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director — Male, thirty years of age; food service administration training; wide experience in food work, three years experience in college and college union food program. Write Box CW-280 COLLEGE AND UNIVERSITY BUSINESS.

Superintendent of Buildings and Grounds — Available about February first; now employed; years of experience; reasonable salary; prefer Eastern seaboard. Write Box CW-282 COLLEGE AND UNIVERSITY BUSINESS.

POSITIONS OPEN

Assistant Comptroller — Position open for man competent in all phases of college business management; in reply, submit resume of experience, age, education, salary range desired, and so forth, to comptroller, TEXAS A. & M. COLLEGE SYSTEM, College Station, Texas.

Assistant Food Service Supervisor — Excellent opportunity for dietitian in large student union food service operation in a Pacific northwest college; must have good background in all phases of food service; latest in equipment and building surroundings; center of student activity. Write to the Director, WCU, College Station 418, Pullman, Washington.

Dietitian — Girls college; salary open; full maintenance; write details about age, training, experience to general secretary, BARNARD COLLEGE, New York 27, New York.

Fountain Manager — Excellent opportunity for fountain manager in large student union food service operation in a Pacific northwest college; opportunity to gain experience in all phases of food services; prefer professional degree in food work but will consider career food person—man or woman who desires further career development; college life atmosphere and additional benefits of education; latest in equipment and building surroundings; center of student activity. Write to the Director, WCU, College Station 418, Pullman, Washington.

Superintendent of Buildings and Grounds — At engineering College; state age, experience, education, salary requirements; give complete information with application. Write E. D. DAKK, Vice President, SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY, Rapid City, South Dakota.

Superintendent of Buildings and Maintenance — Large, private, well established, year-round vacation center, catering to business and professional people, approximately 80 miles from New York City; applicant should have qualifying experience and administrative ability; physical plant program includes air conditioning, refrigeration, swimming pool, extensive property and numerous buildings. Write Box CO-180 COLLEGE AND UNIVERSITY BUSINESS.

Rates for classified advertisements: 20 cents a word; minimum charge, \$4.

Forms close 25th of month.

COLLEGE AND UNIVERSITY BUSINESS

919 N. Michigan Avenue
Chicago 11, Ill.

COLLEGE and UNIVERSITY BUSINESS

THE TUITION PLAN

The Tuition Plan was founded in 1938 to provide a method by which schools and colleges may grant the convenience of monthly payments while they receive their tuition and other fees in full at the beginning of the term. More than 400 schools and colleges have become Associates of The Tuition Plan, and have thereby increased enrollments and materially reduced operating costs.

A descriptive brochure will be sent to schools and colleges promptly upon request.

THE TUITION PLAN, INC.

347 Fifth Avenue, New York 16, N.Y.

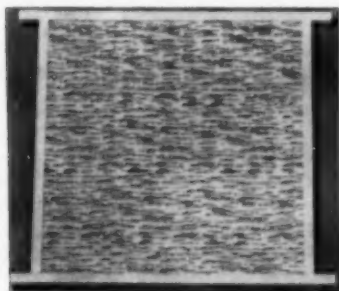
WHAT'S NEW

January 1956

Edited by Bessie Covert

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 79. Circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Sound Conditioner Combines Color and Economy



A new sound conditioning product that combines color, effective noise reduction, incombustibility, economy and easy maintenance is introduced as Stria-Colored Steelacoustic. The white baked enamel steel panel has attractive overlay striations of black, green or brown to create a pleasing ceiling texture. Sound passes through the steel facing and into the absorbent material laminated behind it. Made of cold rolled zinc bond steel, the panels are two by two feet in size. They can be washed or painted repeatedly with no effect on their sound absorbing efficiency.

Stria-Colored Steelacoustic is installed on the Celotex "T and T" Suspension System, a suspended ceiling grid which is also finished in white baked enamel. Hold-down clips fasten the panels to the grids but permit easy access to the area above for servicing. Recessed light fixtures, air diffusers, sprinkler heads and other outlets can be incorporated into the ceiling plan. **The Celotex Corporation, 120 S. La Salle St., Chicago 3.**

For more details circle #906 on mailing card.

Prime-Filler for Cinder and Aggregate Block

Developed for interior use on rough, abrasive cinder and aggregate block construction, Cindablock Primer-Filler White is supplied in soft paste form. It helps fill the voids so that a smoother finish can be obtained with a top coat of flat paint or eggshell enamel. It is suitable for use in school corridors and on new masonry walls and partitions. It dries dust-free in thirty minutes and is ready to recoat, when necessary, in four hours. **Pratt & Lambert, Inc., 75 Tonawanda St., Buffalo 7, N. Y.**

For more details circle #907 on mailing card.

Meat Shrinkage Reduced With Roast-Saver

Reduced roast shrinkage, resulting in more servings to the pound, is claimed for the new Continental Roast-Saver. A specially prepared blend of spice, herb and caramel flavorings, Roast-Saver is simply brushed on the roast before cooking. The meat may be roasted at lower temperatures and still have a rich brown crust when Roast-Saver is used. It is available in pints, quarts and gallons. **Continental Coffee Co., 375 W. Ontario St., Chicago 90.**

For more details circle #908 on mailing card.

Warmth and Beauty of Color in Trend Library Furniture

The new Trend Color Line Library Furniture combines the warmth and beauty of color with lifetime wear. PermaSeal finish, resistant to scratches and stains, is baked, with the color, onto the assembled table-top. The attractive colors include Desert Tan, Rose, Cocoa



Brown and Sagebrush Green. In the line are rectangular and "square-round" tables, individual study tables, convertible work stations with recessed wells for card trays, and occasional chairs.

Attractive, modern styling is used in the new furniture. Birchwood legs are handsomely proportioned and tapered from a square top to a full round base. Each leg is fitted with a protective ferrule. The apronless tables provide generous work areas on top and unhindered use of chairs beneath. The work station unit can be adjusted to sitting height by simply removing the legs. Separate units making up the work station unit can be arranged in several combinations to fit the need. Occasional chairs are of birchwood construction with a wide selection of colors in leather upholstery to harmonize with the Trend Color Line. **Remington Rand Inc., 315 Fourth Ave., New York 10.**

For more details circle #909 on mailing card.

Vending Machine for Packaged Milk

A simple and easy to operate vending machine has been introduced to handle packaged milk. The new machine offers a choice of three flavors and will handle 216 half pint or one-third quart cartons. It can also be used for bottled milk. The simplified mechanism with few working parts results in simplicity of operation and servicing and reduced cost. The entire inner mechanism can be withdrawn from the vendor like a file drawer and replaced with a new unit if required. The automatic, coin operated machine is 78 inches high, 30 inches wide and 25 inches deep. **Norris Dispensers, Inc., 2720 Lynedale Ave. S., Minneapolis 8, Minn.**

For more details circle #910 on mailing card.

Photo-Metrics for Flexibility

Photo-Metrics is described as a new concept in classroom fluorescent lighting and space flexibility. It includes a "package" of electrical channeling for nine standard classrooms 22 by 30 to 30 by 32 feet. From the channel hangs an extruded aluminum grid into which a copolymer vinyl diffuser is inserted. For economy, the diffuser does not touch the side wall, but is close enough to prevent direct viewing of lamps.

In new construction, flexibility of space is provided since the grid rails mesh into movable partitions. Photo-Metrics can be used in rehabilitation projects to improve classroom proportions, lower apparent ceiling heights and cover unsightly ceilings while conforming to or



surpassing accepted educational lighting recommendations. **The Wakefield Company, Vermilion, Ohio.**

For more details circle #911 on mailing card.

(Continued on page 68)

What's New . . .

Wall Bracket Light in Modern Design



Modern lines are used in the new 43-40 McPhilben Wall Bracket light. It is constructed and designed for attractive appearance, and long life. It is made of die-cast, satin anodized aluminum, threaded globe with gasket, and porcelain pre-wired lampholder. The new light is vapor-tight and dust-tight for efficient performance and minimum maintenance. It is available in styles for wall or ceiling installation. **McPhilben Mfg. Co., Inc., 1329 Willoughby Ave., Brooklyn 37, N.Y.**

For more details circle #912 on mailing card.

Cutting Board Is Sanitary and Odorless

The Chem-Board is a chemically-impregnated, compressed cutting board made from solid hardwood of highest quality. It is resistant to slivering, cracking and warping and to the absorption of juices. Chem-Board is sanitary and odorless. It is easy to keep clean and is not harmed by severe sterilization. **Chem-Wood Products, Inc., 1115 W. Florida St., Seattle 4, Wash.**

For more details circle #913 on mailing card.

Resilient Floor System Gives Cushioned Effect

Ideal for installation in gymnasiums and recreational buildings, as well as in other locations, the new Springaire Resilient Floor System eliminates rigidity. It consists of an active floor separated from the concrete base by steel spring leaves of controlled flexibility. The cushioned effect provides an excellent floor for all types of athletic events. The floor "floats" on the supporting springs and transmission of shock is greatly reduced.

Of simple construction, the Springaire Floor is economically assembled and easily installed. Neither the floor nor its support is rigidly connected to the building construction. Anchor bolts prevent excessive lateral movement and the floor is cushioned at contacts with the walls. The numerous spring leaves provide even distribution of weight over wide areas. The resilient features and the felt reduce transmission and reflection of sound. An open ventilating space between the wood floor and the concrete slab insulates the floor and retards deterioration. **Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich.**

For more details circle #914 on mailing card.

Self-Propelled Floor Machine Simplifies Maintenance

Ease of operation and light weight are features of the new type, self-propelled floor machine for asphalt tile and hardwood floors. The 21 inch wide brush permits fast buffing or rewaxing of floors. The low hood design allows buffing under desks and seating and permits working within an inch of the walls.

Especially designed for school and other institutional use, the floor machine has a dry-waxing device for fast renewal of wax coatings on floors. Wax is spread and polished in the same operation. The machine features vacuum dust control and accessories including tampico polishing brush, a palmetto scrubbing brush and steel wool rolls for dry buffing. **G. H. Tennant Co., 2566 N. 2nd St., Minneapolis 11, Minn.**

For more details circle #915 on mailing card.

Oven and Tableware in Surface-Stressed Glass

Duralex is the name given to a line of surface-stressed glass oven and tableware recently introduced into the American market. Qualities of the glass line



include shock resistance, immunity to oven heat up to 600 degrees F. and to the hottest cooking liquids, no discoloring, cracking or crazing, heat or cold retention, virtual unbreakability in ordinary use and absence of sharp cutting edges or splinters in case it should break.

Manufactured by Saint-Gobain of Paris, France, the line includes tumblers, cups, saucers, bowls, compotes and plates in a complete range of sizes and styles. It is solid glass, does not have any taste or odor, and does not scratch or stain. Attractive appearance is combined with long wear and service. **Intercontinental Glassware Co., Inc., 50 Church St., New York 7.**

For more details circle #916 on mailing card.

Brownie Mix for Institutional Use

The basic mix for making Chocolate Brownies is now available for institutional use. The high quality product is complete, requiring the addition of nothing but water. Recipe variations include the addition of nuts, coconut, dates or other ingredients to "dress up" the basic product. Portion control and reduced preparation time are advantages offered in the use of the new product. Each case of mix will make 585 two inch pieces. **Pillsbury Mills, Inc., Minneapolis 2, Minn.**

For more details circle #917 on mailing card.

Tropical Cement Bond for Cracked Concrete

A new liquid product is offered for patching broken or cracked concrete floors, steps and driveways. Brushed on the old concrete surface to bond the new patch to it, Tropical Cement Bond is clean and simple to use. Patches hold indefinitely, even under heavy traffic conditions. The new cement bond can be used successfully for patching or to lay a new floor over an old one, according to reports. **Tropical Paint Co., 1246 W. 70th St., Cleveland 2, Ohio.**

For more details circle #918 on mailing card.

Speech Prompter in Portable Model

The TelExecutive, a portable version of the TelePrompTer designed for use in television and motion pictures, is an electro-mechanical speech prompting device suitable for use under all speaking conditions. The entire unit is carried in a top-grade cowhide case and fits conveniently on any rostrum, table or desk. It is unobtrusive in appearance and gives confidence to the speaker.

Operating the palm-sized hand control unit, the speaker can regulate the speed of the script as it moves across the illuminated viewing face of the TelExecutive. The script can be stopped and started at the speaker's discretion or the machine can be set at a steady pace, leaving both hands free for emphasis or for using speaking aids. The script is illuminated from beneath by a glare-free light. Each script spool of the TelExecutive holds an hour of material.

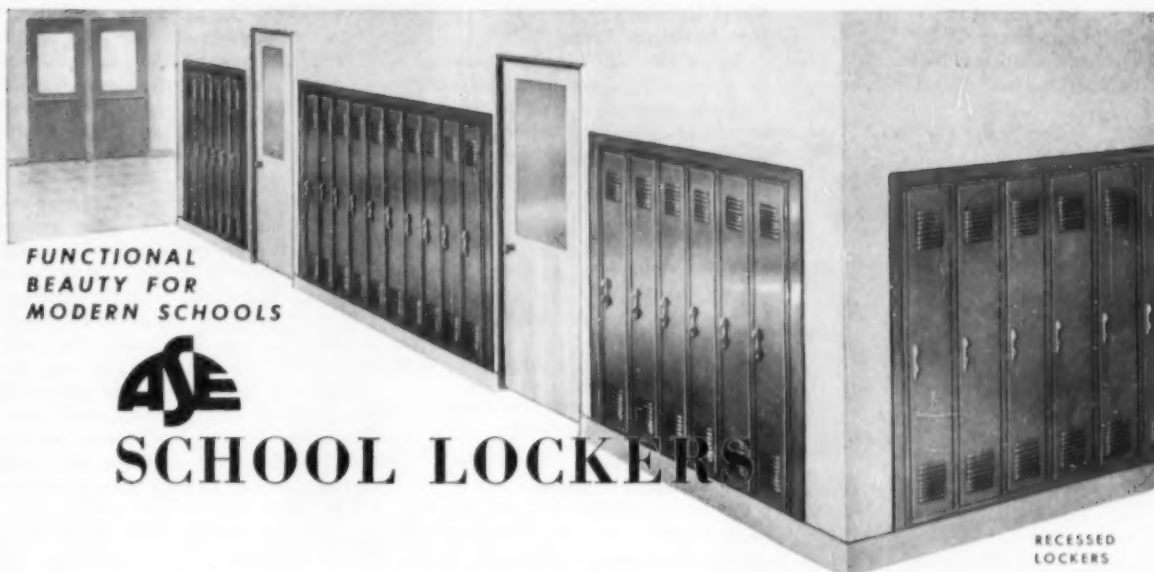
For use with the TelExecutive, Underwood has developed a special typewriter with 3/8 inch type for preparation of scripts. Marks of enunciation or notes to assist the speaker may be penciled in on the script. The special large type typewriter is also useful in the preparation of bulletin board notices, name tags and other material. TelExecutive was



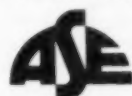
developed for Underwood by the TelePrompTer Corporation. **Underwood Corp., 1 Park Ave., New York 16.**

For more details circle #919 on mailing card.

(Continued on page 70)



FUNCTIONAL
BEAUTY FOR
MODERN SCHOOLS



SCHOOL LOCKERS

RECESSED
LOCKERS

SERVICEABLE UNITS FOR HALLS, CLASSROOMS AND LOCKER ROOMS



SINGLE TIER
LOCKERS



DOUBLE TIER
LOCKERS



BOX
LOCKERS

ASE Lockers present a fine, modern appearance and afford the most efficient, functional service. Have smartly designed handles that lift easily with a single finger and have pre-locking advantage. The locker doors close silently . . . Resilient rubber bumpers are located at points of contact. Styled louvres provide adequate ventilation. Hinges are concealed with no projecting surfaces to catch clothing.

ASE Lockers are carefully cleaned and treated for the finest baked enamel finishes in Dawn Gray, Green and Sand Tan.

ASE engineers will gladly work with you or your architect. Write for illustrated Locker Bulletin.

other ASE quality steel furniture for school use



PRINCIPAL'S
DESK



TEACHER'S DESK



UTILITY CHAIR



LIBRARY AND
UTILITY TABLES



PRINCIPAL'S
CHAIR



COMBINATION
CABINET



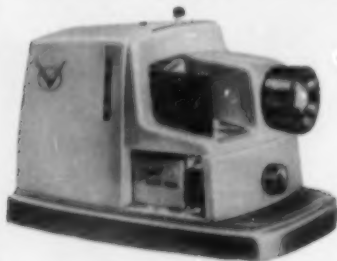
ALL-STEEL EQUIPMENT INC., Aurora, Illinois

Write for complete information. There's an ASE dealer near you.

What's New . . .

Automatic Projector Is Self-Contained Unit

The new Project-O-Matic slide projector is constructed of all aluminum high



pressure castings for strength and lightness. It is a 300 watt, motor fan cooled, automatic 2 by 2 inch and Bantam slide projector. The self-contained unit is attractive in appearance and has a two-tone baked wrinkle finish. Automatic projection trays accommodate 30 slides in any type of mount, intermixed if desired.

A visual "slide selector window" is conveniently located for quick selection of any slide in the numbered trays. A built-in storage compartment houses an extra tray, making a total of 60 slides ready for immediate projection. The slip-on, aircraft luggage type case makes the new projector easy to carry and to store. Viewlex Inc., 35-01 Queens Blvd., Long Island City 1, N.Y.

For more details circle #920 on mailing card.

Drinking Fountain Has Freezeproof Fittings

Freezeproof fittings are used with the new Deerbrook wall-hanging drinking fountain. Surplus water from the supply and drain system returns into the building each time the fountain is used, permitting its installation on outside walls of heated buildings for use even in cold weather. The bubbler drains completely after each use and the Deerbrook is equipped with a non-squirting bubbler head. Two other Kohler drinking fountains, the Meadowbrook and the Montello, are also available with freezeproof fittings. Kohler Co., Kohler, Wis.

For more details circle #921 on mailing card.

Longitudinal Shielding in Corridor-Liter

The Corridor-Liter fixture provides 45 degree longitudinal shielding, making it especially effective for the lighting of long, narrow areas in schools and colleges. The patented Smithcraft Slide-away Lampholder simplifies the usually difficult task of making wiring connections and the fixture has no horizontal surfaces to collect dust or dirt. Corridor-Liters are available in four and eight foot units. Smithcraft Lighting Division, Chelsea, Mass.

For more details circle #922 on mailing card.

Vinyl Upholstery Has Invisible Pores

A new kind of "Fabrilit" vinyl plastic upholstery is now available in the Castleton pattern. It contains thousands of invisible pores that permit it to actually breathe, resulting in greater sitting comfort. Completely vinyl-coated, Castleton is fully cleanable plastic with a dry, high-slip finish. It is chemically engineered to stay pliable, yet is tough and washable. The new design, by Russel Wright, is unlike any other and makes an attractive, durable finish for chairs and other furniture. E. I. du Pont de Nemours & Co., Inc., Fabrics Div., Wilmington 98, Del.

For more details circle #923 on mailing card.

Pre-Heated Meals for Vending Machines

Hot foods, packaged in individual portion containers, are now offered through vending machines. A choice of 14 hot plate lunches and 13 heavy soups will be available through this new development. To obtain the hot food of his choice, the



student or other individual simply inserts a coin in the proper slot of the machine and the meal is automatically served at a 150 degree temperature in the original container. An opener for the container and disposable spoon or fork are also made available.

Meals available through the new vending machines in the Heinz portion pack line include Chicken Noodle Dinner, Beef Goulash, Beef Stew, Lamb Stew, Chop Suey, Beans with Molasses Sauce and with Smoked Pork, Macaroni with Cheese Sauce, Chili Con Carne, Spaghetti with Tomato Sauce, Chicken Stew with Dumplings and Spanish Rice. Each vending machine is designed to carry six varieties of foods. Varieties may be rotated according to their popularity when only one machine is used at a location. The vending machines have been developed by Mills Industries, Inc., in conjunction with the Heinz Company. The new service should be of interest for cafeterias, lunchrooms, student unions and other areas. H. J. Heinz Company, 1062 Progress St., Pittsburgh 12, Pa.

For more details circle #924 on mailing card.

Forced Air Ozonator Preserves Foods

Necessary concentrations of ozone for air deodorization and the preservation of meats and foods in storage are achieved with the new Air-03-Fresh Eagle Ozonator. The compact unit inhibits the growth of mold, mildew and bacteria on foods and cooler walls, retards ripening of vegetables, inhibits sprouting, maintains fresh-air atmosphere and prevents tainting and transfer of food odors. It operates efficiently at low cost with high output.

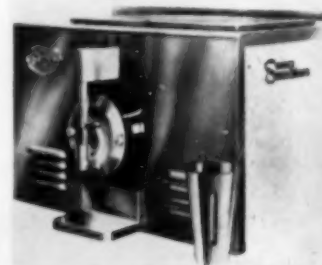
New engineering features of the Eagle include forced air circulation with special filtering and heating element for use where high humidity would otherwise interfere with efficient ozone production. The special filtering and heating system draws air through a glass fiber filter and passes it over a heating plate to reduce the moisture content. The air then passes over four generating grids which form the oxidizing gas. The heavy duty fan assures an even diffusion of the gas throughout the enclosure. Melco Sales, Inc., 305 Fifth Ave S., Minneapolis 15, Minn.

For more details circle #925 on mailing card.

Model 211 Shakemaster Is Self-Contained Machine

A completely self-contained machine is offered in the Model 211 Shakemaster. The compact unit occupies minimum space on a counter or table and produces milk shakes of any desired quality or thickness. The six gallon mix tank produces four 12 ounce milk shakes a minute with no effort except to put the ingredients into the tank and draw off the finished product. Flavoring as desired is added.

The new machine features the Air-O-Metric mix feed system which needs no adjustment. A 3/4 h.p. hermetically sealed water cooled condensing unit furnishes refrigeration while a 1/2 h.p. motor powers the dasher. The machine is finished in polished stainless steel and baked white enamel. It is easily cleaned at the end of the day, ready for filling at the next using. It is 19 inches high,



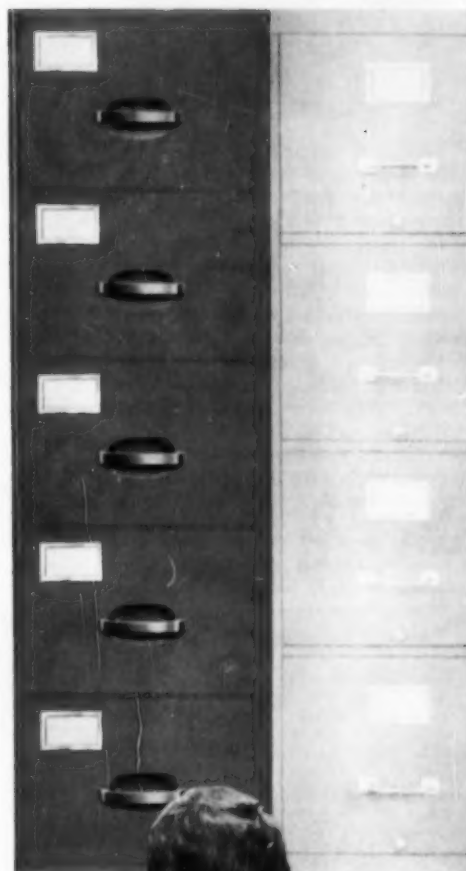
21 1/2 inches wide and 16 inches deep, and is offered at a moderate price. Sweden Freezer Corp., 3401 17th Ave. W., Seattle 99, Wash.

For more details circle #926 on mailing card.

(Continued on page 72)



any way
you look at it —
your school gets
more with
new **KOMPAKT**
— the file
with the
extra drawer

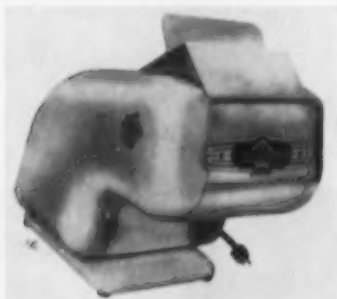


Now for the first time since the invention of the vertical file, you can have a desk-height file with 3 letter or legal-size drawers instead of 2... a counter-height file with 4 instead of 3 drawers... a 5-drawer file no higher than a 4-drawer unit... a 6-drawer file comparable to a 5-drawer. KOMPAKT can save up to 50% of your filing floor space... has smoother operation, more modern appearance and greater strength and durability! Write for free folder LBV676, Room 1151, 315 Fourth Avenue, New York 10, New York.

Remington Rand
DIVISION OF SPERRY RAND CORPORATION

What's New . . .

Meat Tenderizer Offers Maximum Safety



Model-LB SirSteak Tenderizer has been designed to meet rigid safety requirements. The safety chute guides fingers away from blades, no matter how small the hand may be. The safety switch does not permit the machine to operate except when the hopper is closed. Accidental injection of fingers from beneath is prevented by the safety design.

All standard features of the SirSteak machine are included in the new model. All parts contacting meat are of stainless steel. The machine is especially designed for efficient operation and it is easily cleaned. It gives an inter-weaving action for more tender meat. SirSteak Machinery, Inc., P.O. Box 201, Concord, Mass.

For more details circle #927 on mailing card.

Swimming Pool Fittings Are Nickel Plated

Nickel-Bright is the name given to a new line of nickel plated swimming pool fittings. Included are outlet drains, inlets, wall anchors, overflow gutter drains and other items. They are durable, resistant to peeling under all conditions, and are moderately priced. Drains are designed to be tight and secure, yet are easily removable when desired. Graver Water Conditioning Co., 216 W. 14th St., New York 11.

For more details circle #928 on mailing card.

Conversion Kit for 16 mm Projectors

A shutter conversion kit for all Victor 16 mm projectors produced back as far as 1942 is now available. The two interruption shutters give a light increase of 38 per cent over the three interruption type shutter. Known as the Mark II, the new shutter breaks the light beam 48 times per second at sound film speed. Victor Animatograph Corp., Davenport, Iowa.

For more details circle #929 on mailing card.

Self-Adjusting Stand for Reference Books

Lengthened book life and ease of handling are advantages offered in the new

self-adjusting book stand. Designed to hold large cumbersome books such as dictionaries, atlases and other reference works, the stand holds the book firmly and adjusts to keep the pages level across the top when the books are opened. Both covers of the book are firmly supported, relieving strain on binding and pages and thus lengthening the life of these costly books. They are easier to read since the book opens fully and lies flat.

The new stand is sturdily built to hold books of all sizes. It is of all metal construction, with two sets of pivoted brack-



ets under the sheet metal top. All joints have friction washers for efficient operation and long life. J. A. Dorman, Box 183, Elsie, Mich.

For more details circle #930 on mailing card.

Sligh offers the furniture dealer, interior decorator and architect an outstanding selection of contract furniture ideally suited to colleges, hotels, motels, hospitals and other institutions. Our designers will gladly cooperate in developing new groups or pieces to your particular specifications. Complete details on request.

• Dormitory room at Michigan State College furnished with Sligh contract pieces



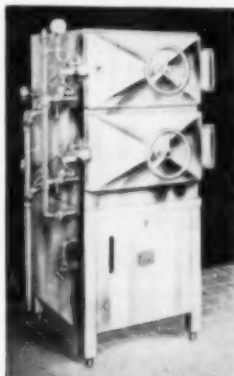
SLIGH
FURNITURE

SLIGH-LOWRY FURNITURE COMPANY • 174 East 11th Street • Holland, Michigan • Telephone 3465

What's New ...

Steam Cookers in Two Models

A two-compartment steam cooker with a lower, more compact cabinet base, is available in an electric and a gas model. Cooking compartments are placed at a more efficient working height in the new models which are also available with compartments in two depths. Standard compartments hold standard steam cooker pans and will cook up to four bushels of food. Cafeteria-type compartments hold as many as four 12 by 20 by 2½ inch and two 12 by 20 by 4 inch pans



in each compartment. Model 2M-E for electric and Model 2M-G for gas operation are complete with all necessary con-

trols for fast, safe, efficient cooking.

The new models occupy less than eight square feet of floor space. They are available in standard finishes, either stainless steel interior with enamel exterior and base, or stainless steel interior with polished stainless steel exterior and base. **Market Forge Co., Everett 49, Mass.**

For more details circle #931 on mailing card.

Electric Collator Line Is Redesigned

Four special features were announced for the new line of mechanical and electric-powered Thomas Collators recently introduced. They include the Speed Load Control for faster, easier loading; a redesigned bin assembly for greater paper capacity; Rotating Feed-Fingers for more positive operation and extra paper capacity; and modern exterior design.

The units are used to assemble duplicated sheets into sets and are operated by foot pedal or foot button, depending upon whether they are for manual or electric operation. The new line ranges from eight sheet to 32 sheet floor models designed for the operator to sit at her work. All corners on the new cases are rounded for improved appearance and safety. They are finished in light gray with aluminum trim. **Thomas Collators Inc., 50 Church St., New York 7.**

For more details circle #932 on mailing card.

(Continued on page 74)

Housekeeping Cart Is Light and Strong



Model S-120 Bucksco Housekeeping Cart is constructed of Temper-luminum, an aircraft aluminum alloy which is strong and rigid and yet light in weight. The aircraft riveted construction gives durability and the unit is completely bumpered to prevent marring walls.

The cart has compartments for carrying all housekeeping equipment, including buckets, mops, cleansers, cleaners and other supplies. It rolls easily at a touch on five inch ball bearing neoprene-tired casters, two rigid and two swivel. The cart is bright and attractive in appearance, resists dents and is easy to keep clean. **Bucks County Enterprises Inc., Quakertown, Pa.**

For more details circle #933 on mailing card.

This advertisement appears as a matter of record only

\$1,200,000

THE AMERICAN UNIVERSITY

(Washington, D. C.)

4 ¼ %

REGISTERED FIRST MORTGAGE BONDS

Dated: October 1, 1955

Due Serially: December 1, 1956-1985

*An agreement to purchase the above securities has been
negotiated privately by the undersigned*

COLLEGE & UNIVERSITY FINANCE ASSOCIATES

**South Texas Building
San Antonio 5, Texas**

What's New ...



Improved Floor Machine Offered in Two Sizes

Quiet operation, easy handling and perfect balance are features of the improved Vestal Floor Machine for scrubbing, waxing, polishing and light sanding. It is available in two sizes, $\frac{1}{2}$ and $\frac{3}{4}$ horsepower. The machine is designed with a low center of gravity to ensure well-balanced, smooth operation with uniform working contact between brush and floor. The capacitor type motor assures quiet operation. A high starting torque and a built-in ventilating system provide cool operation. The machine is designed and constructed for years of dependable service. Vestal Inc., 4963 Manchester Ave., St. Louis 10, Mo.

For more details circle #934 on mailing card.

All Steel Luminaire Gives Comfortable Brightness

Either two 40 watt low brightness lamps or two 90 watt high output lamps can be used to operate the new "60-T-17" Guth Luminaire. The five foot unit has all steel construction in modern lines with rolled reeded sides for luminaire rigidity. Comfortable luminaire brightnesses are provided at normal angles with the new fixtures.

Separable ends and joiners make the new luminaire adaptable for individual or continuous type mounting. Two type shieldings are also available, a longitudinal baffle or a steel louver. The louver is easily disengaged and suspends by chains for maintenance and service. The Edwin F. Guth Co., 2615 Washington Ave., St. Louis 3, Mo.

For more details circle #935 on mailing card.

Flat-Bed Printer Suited for Copying From Books

The new Model DR-1A contact printer is a completely redesigned unit. The "floating" lid allows a maximum of $1\frac{1}{2}$ inches clearance between lid and platen, making it especially suited for copying from books, thick bound volumes of magazines, or heavy post-type binders of official records. It can also be used effectively for copying originals on stiff

(Continued on page 76)

board or heavy stock, as well as all single-sheet originals.

Used in conjunction with a separate processing unit, the new machine will make copies in one minute with the new dry transfer-process photocopy materials and can be used with wet-process materials. It has been completely redesigned with an integrated system of mechanical and electrical actuation to simplify operation. The new model is compact in design, occupying minimum desk space. Peerless Photo Products, Inc., Shoreham, Long Island, N. Y.

For more details circle #936 on mailing card.

Cooking Utensils Need No Scrubbing

A new technic has been developed for treating cooking utensils which is said to eliminate the need for soaking, scrubbing or scouring. Selineization is a method developed by S. A. Seline and his son, and has been laboratory tested for effectiveness. When factory applied to cooking utensils, greasing is not necessary as food does not stick to the treated materials. The process also protects utensils from discoloration, corrosion and pitting, according to the announcement. Selineized Process Co., 1100 S. Saddle Creek Rd., Omaha 6, Neb.

For more details circle #937 on mailing card.



Specified for Wellesley College Dining Hall...

Fairhurst Unitfold® folding walls
T.M. Reg.

Designed for easy one-man operation, Fairhurst Unitfold Walls quickly divide rooms to any desired sizes. Separate units join securely to form a rigid, sound resistant wall. Units fold in stacked position or may be concealed in a shallow pocket. Blackboards or other specialized finishes are available. Write for details.



Fairhurst installation at Wellesley College, Wellesley, Mass. Architect: Coolidge, Shepley, Bulfinch & Abbott. Lower view: Units partly open.

John T. Fairhurst Co., Inc.

45 West 45th Street

New York 36, N. Y.



Two Fine Tables for Your Classroom

This C-7702 Art Table has a 20" x 24" metal edge, adjustable drawing top and a 10" x 20" metal edge reference top. Base and utility drawer is of oak finished golden oak.

Drawing Table C-7703B has 30" x 42" solid basswood metal edge, adjustable top. Roomy drawers are individually keyed. Board compartment holds six boards 21" x 26". Base is oak finished golden oak or natural.

Symbol of  Superiority

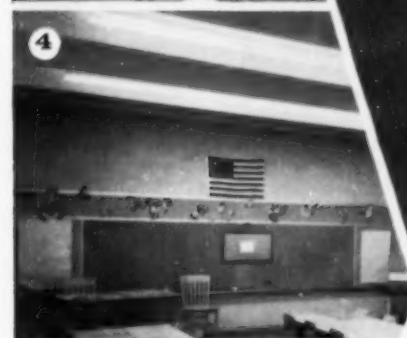
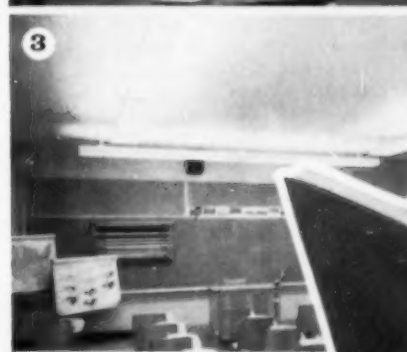
MAYLINE COMPANY

525 No. Commerce St.

Sheboygan, Wisconsin



C-7703B DRAWING TABLE

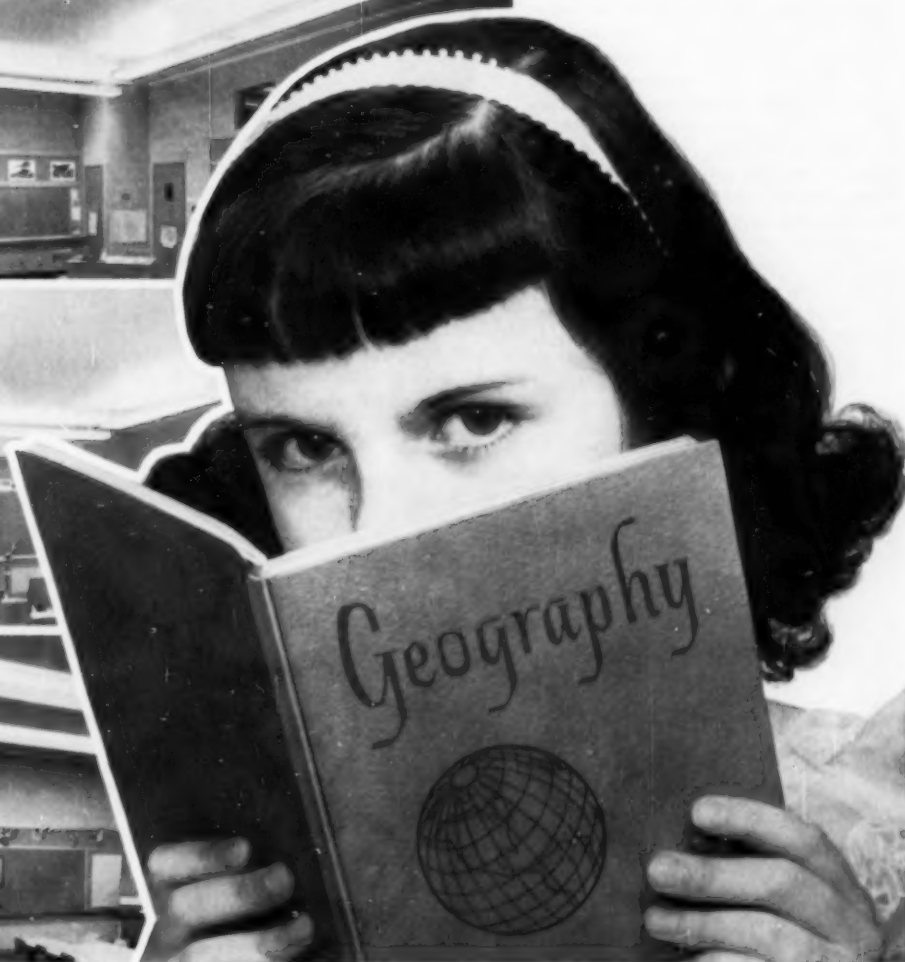


1. Library, Benjamin Franklin Junior High School, Champaign, Illinois, equipped with Day-Brite LUVEX® fixtures.

2. "Sight-saver" classroom, Randolph School, Asheville, N. C., equipped with Day-Brite LUVEX fixtures.

3. Classroom, Western Carolina College, Cullowhee, N. C., equipped with Day-Brite LUVEX fixtures.

4. Typical classroom, Northeast Elementary School, Danville, Ill., equipped with Day-Brite LUVEX fixtures.



Day-Brite school lighting does more than guard children against dangerous eyestrain and fatigue. It helps today's teachers prepare tomorrow's men and women . . . Don't take chances with school lighting. Before you decide, consult your Day-Brite representative—look for him in your classified phone directory. Or, send for school-lighting data.

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Day-Brite Lighting, Inc., 5452 Bulwer Ave., St. Louis 7, Missouri
In Canada: Amalgamated Electric Corp., Ltd., Toronto 6, Canada

What's New . . .

Multi-Function Projector Offers Versatility and Economy

The Perceptoscope is a multi-function 16 mm projector specifically designed for use in teaching, training and demonstration programs. The versatile unit is precision controlled and provides virtually all technics possible with conventional training devices. It is the result of years of research and development and offers numerous advantages in the teaching of any subject. The precise and complete control required in teaching reading at various levels is possible with the Perceptoscope, which is suited for general classroom use.

The Perceptoscope has simplified film loading, with no sprockets or reels. All projector functions and speeds are controlled at any distance from the projector through a hand-sized electronic control unit. Material can be presented one frame at a time, at various speeds from one to eight frames per second, or at 24 frames per second. Two films can be projected on the screen simultaneously where desired and the automatic film stop permits stopping automatically or manually at any time. Films are air cooled for study with full intensity of illumination without burning or warping. **Perceptual Development Laboratories, 115 N. Meramec Ave., St. Louis 5, Mo.**

For more details circle #938 on mailing card.

Typing Table Has Wrap-Around Styling

A new desk-style individual typing stand is now available for classroom installation. The wrap-around styling provides comfort and protection. A con-



venient pull-out shelf, 16 inch deep pull-out drawer and individually adjustable legs for student height requirements or to compensate for uneven floors are additional features.

The new typing table is 25½ inches high and adjusts to 27 inches. It is

29½ inches wide and 20 inches deep. The stand is made of heavy gauge all-steel welded construction and is finished in gray hammerloid baked enamel. It is sturdily built to withstand heavy, constant use. **Halverson Specialty Sales, 886 N. Milwaukee Ave., Chicago 22.**

For more details circle #939 on mailing card.

Serving Trays in Cheerful Colors

Four attractive new colors are offered in Toteline serving trays. They are burgundy, cream, lettuce and cashmere blue and are designed to match the colors available in Melamine colored plastic dinnerware. The attractive, durable trays come in six standard sizes: round, 11 inches in diameter, and rectangular, 10 by 14, 12 by 16, 14 by 18, 15 by 20 and 16 by 22 inches. Sizes for every use are thus available.

Made of a combination of polyester resins and fiberglass, the trays have hidden reinforcements built into all four edges for increased durability and rigidity. They will not warp, dent or rot, are easily cleaned because of their smooth, non-porous surface, and are light in weight. They provide attractive, durable tray service for cafeterias, lunchrooms, domestic science departments and other areas in the school. **Molded Fiber Glass Tray Co., Linesville, Pa.**

For more details circle #940 on mailing card.



HOME MAKING LABORATORY AND ART ROOM FURNITURE

For more than sixty years Peterson furniture has set the pace for style and design. Peterson engineers and leading educators, studying together the requirements of school furniture under actual working conditions, have built into each piece of equipment a quality and workability that has made Peterson the leading choice of educators for many years.

Our representative will gladly assist in any problem you may have . . . or if you prefer, write on your letterhead for our illustrated catalog.

LEONARD PETERSON & CO., INC.

1228 FULLERTON AVENUE, CHICAGO 14, ILLINOIS

Powdered Cream in Individual Packets

Single serving sized packets of Pream, the instantly soluble powdered coffee cream, are now available. Pream is coffee cream in powdered form with nothing added. The new packets for individual service give positive portion control, eliminate spoilage or spillage, as well as filling, handling and washing creamers. Pream can be stored at room temperature. In the new packets it is sanitary and economical. **M & R Dietetic Laboratories, Inc., Special Products Division, 625 Cleveland Ave., Columbus 16, Ohio.**

For more details circle #941 on mailing card.

Thin-Lite Luminaires Give Semi-Recessed Effect

Claimed by the manufacturer to be the thinnest shielded fluorescent luminaires available today, the new Thin-Lite series of luminaires has a depth of only two and five-eighths inches. Latches and hinges are concealed and cannot be seen from any viewing angle and, although surface-mounted to the ceiling, the luminaires create a semi-recessed effect. The Thin-Lite luminaires may be mounted end to end or side by side for a variety of light patterns. **Lighting Products Inc., Highland Park, Ill.**

For more details circle #942 on mailing card.

What's New ...

Powdered Cleaning Compound Has Wide Field of Use

High sudsing qualities and superior cleaning ability are claimed for the new Kelite Formula 407. The new patented powdered compound has a wide field of usefulness. It is safe on hands and freely soluble in hot or cold water. It is economical and fast-acting in hand washing dishes, pots and pans, glasses, silverware, tile, floors and painted woodwork. In laundering operations its excellent suds staying power is especially advantageous. The new product contains no fillers and is 100 per cent active. Its pH is controlled and it wets out and quickly loosens even stubborn deposits on both hard and soft surfaces. **Kelite, 1250 N. Main St., Los Angeles 12, Calif.**

For more details circle #943 on mailing card.

Portable TV Set for Classrooms

A small sized, lightweight, portable TV set designed especially for small audiences at short viewing distances is now available. The 14 inch picture is suited for classroom viewing and the set weighs only 32 pounds. It is available in Model 14T007 with a solid brown cabinet and in Models 14T008 and 14T009 in two-tone ivory and gray and ivory and terra cotta. A portable folding

stand is also available with the set which has an eight-ball antenna which folds when not in use. **General Electric Co., Electronics Park, Syracuse, N. Y.**

For more details circle #944 on mailing card.

Spray Type Dishwasher Removes Lipstick Stains



A new line of spray type dishwashers recently introduced is said to remove lipstick stains from glasses and cups without the use of brushes. The new improved wash nozzles, extra driver nozzles and a wash spray system operating above and below the glasses produce an unusually effective spray pattern which penetrates the entire rack area, reaching up into all glasses in the machine. When used with

wash water at 150 degrees and proper concentration of the new glass washing compounds, all kinds of soil, including lipstick and grease stains, can be completely removed.

Two sizes are available in the new machines. Model WG can be installed under or on a counter and requires only 20 by 20 inches of space. A minimum amount of additional drain table space is required. The machine holds 30 average sized water glasses. Model DG is designed for volume glass washing, handling approximately 2700 average sized water glasses per hour. **Universal Dishwashing Machinery Co., 37 Windsor Place, Nutley 10, N.J.**

For more details circle #945 on mailing card.

Accessory Unit for Overhead Daylighting

The Wascolite Ceiling Dome is an accessory unit for use with the Wascolite Skydome for a prefabricated overhead daylighting unit. Designed for installation at ceiling level under the Skydome, the Wascolite Ceiling Dome provides added insulation and daylight diffusion. Made of acrylic plastic, it forms an attractive, flush ceiling and can be used to conceal electric lighting fixtures installed in the well. **Wasco Products, Inc., 93P Fawcett St., Cambridge 38, Mass.**

For more details circle #946 on mailing card.

(Continued on page 78)

The **AMERICAN** floor and rug care catalog makes sense and means **MONEY SAVED**

We have prepared clear brief specific data for busy people like yourself, who have a job to do and a desire to make a top flight showing through purchases or recommendations that reflect a thorough and intelligent understanding.

While you may not need a new machine today, it's smart to have these buying facts in your file. Then when you wish to see a particular model, just drop us a note or get in touch with our distributor who serves your territory.

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SEND FOR THIS HANDY CATALOG COVERING ALL THESE BUYING FACTS:

- How 1 machine does 10 jobs.
- 14 things to check before you buy.
- Selecting a machine for any job, any budget.
- Selecting attachments that go on-off without tools.
- How to choose the vacuum for your job.
- Specifications on all machines.

What's New . . .

Lightweight Magnesium Used in Sewing Machine

The White Model No. 677 Deluxe Rotary Sewing Machine is made of lightweight magnesium finished in soft sea-foam green in modified crinkle finish. The lightweight colorful machine is full rotary, single needle lock stitch type which sews backward or forward on fabrics ranging in weight from chiffon and light batiste to denims, whipcords, canvas and extra heavy seams.

All parts are precision built and are fixed in position by splines and steel dowel pins for perfect, lifelong timing. All parts are interchangeable and can be replaced in case of need, making it especially suited for teaching and classroom use. The straight stitch machine has all of the mechanical and electrical features of White sewing machines and all bright parts have chrome finish. White Sewing Machine Corp., 11770 Berea Road, Cleveland 11, Ohio.

For more details circle #947 on mailing card.

Nev-Er-Slip Liquid for Bath Tub Safety

A new liquid which prevents slipping in the bath tub is offered in Nev-Er-Slip. A few drops of the liquid are squeezed from the unbreakable plastic dispenser bottle on the bottom of bathtub or

showerstall. An invisible coating spreads over the entire surface making it slip-proof. It does not wash off with ordinary soap and water. The coating is odorless and harmless and washes off easily with a detergent. Nail-Do Corporation, 19 W. 34th St., New York 1.

For more details circle #948 on mailing card.

Mower Attachment for Leaf Sweeper

A new type mower attachment is available for the Mulch-Vac Leaf Sweeper



that vacuums up leaves and litter, grinds them into a fine mulch and returns them to the ground as fertilizer. The new Ribbon-Cut mower attachment uses a

(Continued on page 80)

tough V-belt with eight cutting blades securely inserted by a patented locking device. It mows smoothly and evenly with a 33 inch wide cut following ground contours.

The cutting blades of heat-treated steel are bent at a 90 degree angle. They can be sharpened on the belt or are easily removable for wheel sharpening. Straight edge blades can be substituted for raking and slicing matted turf, to cut and control various grasses and weeds, or to prepare for seeding. Combinations of blades can be set up to handle turf conditions. The mower will not tip over and mows wet or dry grass and weeds. Atwater-Strong Co., Atwater, Ohio.

For more details circle #949 on mailing card.

Synthetic Draperies Are Fireproof

Infinite Fireproof Diffusion Cloth can be washed or cleaned by any method in any soap, detergent or chemical. White draperies of the material are thus practical as well as attractive. They are resistant to fume fade and stain and colored fabrics of the material are fade resistant. The synthetic material is fireproof and does not shrink or stretch. It is available in white and six colors and in metallic combinations. Edwin Raphael Co., Inc., Holland, Mich.

For more details circle #950 on mailing card.

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AND
Smart
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**WIDE ASSORTMENT OF
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for complete dining room installation. Wood and metal base tables in all sizes and types of tops. Many other chairs available.

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this one dormitory unit
fits student needs

day and night

New Beautyrest Sleep-Lounge

by SIMMONS



Beautyrest Sleep-Lounge fits attractively into space-saving corner arrangements—minimizes furnishing and housekeeping requirements.

By day it's a handsome chaise or sofa. But simply removing the bolsters and tailored slip cover turns it into an inviting headboard bed. With the new Beautyrest® Sleep-Lounge, one dormitory room fits student needs for both study and sleep—perfectly and economically.

The basic unit consists of an angle-iron frame and firm No-Sag Spring, equipped either with famous Beautyrest Mattress or Dorm Bilt, a fine standard inner-spring mattress. Accessories include headboard, tailored slip cover, and bolsters. Get full details from your supplier today, or mail coupon for information.

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SIMMONS COMPANY
Contract Division, Dept. CU-1
Merchandise Mart Plaza, Chicago 54, Illinois
Please send full details on Sleep-Lounge

Name

Address

City Zone State

What's New ...

Product Literature

• The story of Fleetlite Windows is told in a folder headed, "How are Your Windows?" Released by Fleet of America, Inc., 515 New Walden Ave., Buffalo 25, N.Y., the leaflet is fully illustrated and describes the Fleetlite double windows and balanced insulating sash.

For more details circle #951 on mailing card.

• How the Vacuslot Cleaning System facilitates cleaning in hospitals, schools and other institutions is described in the **Spencer Bulletin No. 153-B**. Installation charts and specification data on this complete cleaning method are given in the bulletin which illustrates how dust mops up to 48 inches are cleaned by passing them over a vacuum slot flush with the floor. How erasers, hand dusters and other cleaning equipment are freed from dust and dirt which goes directly to the basement is discussed in the bulletin available from The Spencer Turbine Co., Hartford 6, Conn.

For more details circle #952 on mailing card.

• The 1955 specifications covering finishes for hardwood floors are now available from the Maple Flooring Manufacturers Association, 35 E. Wacker Drive, Chicago 1. The new specifications amend and supersede those issued in 1952 and establish standards for finishes for both heavy duty and gymnasium floors. Products found to meet these specifications when tested by the official laboratory are placed on the MFMA approved list.

For more details circle #953 on mailing card.

• "The Lighter Side of Basketball" is the title of a book of cartoons drawn by Sid Hix. Available from Huntington Laboratories, Inc., Huntington, Ind., the booklet will provide many chuckles for basketball fans, coaches and players.

For more details circle #954 on mailing card.

• The Scientific Apparatus Makers Association, 20 N. Wacker Dr., Chicago 6, has prepared a film directory listing all free movie and strip films available through SAMA members. The first edition of the new directory lists 14 motion pictures on subjects ranging from optical instruments to basic electronics, with data on each.

For more details circle #955 on mailing card.

• Actual design samples of Decarlite Hi-Pressure Plastic Laminates for desks, tables and other surfaces needing protective coverings, are included in a new color catalog offered by Decar Plastics Corp., 1212 N. Central Park Ave., Chicago 51. The company is a basic manufacturer of decorative Hi-Pressure Laminates and also has complete wood-working facilities for fabrication of plastics to wood.

For more details circle #956 on mailing card.

• Dictaphone Telecord Dictation System, described as an "expressway for better, faster and more economical dictation," is discussed in a 12 page booklet issued by Dictaphone Corporation, 420 Lexington Ave., New York 17. Presented in editorial style is information on the Telecord System, basic installation, manual selection, automatic selection and Dictaphone service. Who can use the system is discussed as is information on control features for dictator and attendant, with illustrations of each subject covered.

For more details circle #957 on mailing card.

• The complete line of Joseph Goder Incinerators is described in a new catalog released by Joseph Goder Incorporated, 4241 N. Honore St., Chicago 13. Specifications, charts, line drawings and photographs of all models now in production supplement the comprehensive descriptive information.

For more details circle #958 on mailing card.

• Subveyors and Dish Tray Conveyors manufactured by Samuel Olson Mfg. Co., Inc., 2418 Bloomingdale Ave., Chicago 47, are discussed in a new institutional catalog released by the company. Descriptive information on the products, with line drawings of details of operation, are given with photographs of installations. Applications and typical plans for food service in general college and student union dining halls are also included.

For more details circle #959 on mailing card.

• "Space Control for School Buildings" is the title of a folder on Mills Movable Walls and how they are being used in schools and universities to handle increased enrollments, shifting curricular patterns and changing educational techniques. Issued by The Mills Company, 956 Wayside Rd., Cleveland 10, Ohio, the folder features a Mills installation in the new Edsel Ford Senior High School in Dearborn, Mich. Floor plans and photographs illustrate the points discussed.

For more details circle #960 on mailing card.

• Action, use and advantages of Oakite General Cleaner are discussed in a folder issued by Oakite Products, Inc., 128D Rector St., New York 6. Many cleaning jobs can be done by hand with the new cleaner which is described as offering the advantages of controlled action, safety, low cost and good rinsing.

For more details circle #961 on mailing card.

• The Lawler Line of Thermostatic Control Valves is discussed and illustrated in Bulletin C-6 released by Lawler Automatic Controls, 453 N. MacQuesten Parkway, Mt. Vernon, N. Y. Included are sections covering special equipment, temperature regulators, tempering valves, shower valves, water controllers and water pressure equalizers.

For more details circle #962 on mailing card.

• A 12 page catalog of school room seating has been released by Globe Manufacturing & Seating Co., 1722 N. E. Third Ave., Amarillo, Texas. Information on wood and metal finishes and the plastic tops used on this classroom furniture is given at the beginning of the catalog which contains descriptive data on the full line of desks, chairs, tables, classroom and auditorium seating.

For more details circle #963 on mailing card.

• "Blueprint for Tomorrow" is the title of an attractively laid out and printed booklet released by United States Gypsum Co., 300 W. Adams St., Chicago 4. The story of the company's growth to meet the nation's need is told in words and pictures, with data on planning and preparations to meet the challenge of tomorrow.

For more details circle #964 on mailing card.

Suppliers' News

Ajusto Equipment Co., 2144 Madison Ave., Toledo, Ohio, manufacturer of office furniture, announces transfer of machinery, materials and equipment for the manufacture of Ajustrite chairs and stools from Garrett, Ind., to a new plant at 525 Conneaut Ave., Bowling Green, Ohio. The new plant occupies over 19,000 square feet of floor space and provides a 20 per cent increase in production.

Day-Brite Lighting, Inc., 5411 Bulwer Ave., St. Louis 7, Mo., engineer, designer and manufacturer of lighting equipment, announces the opening of its Western Division plant, offices and display room on Martin Ave., Santa Clara, Calif.

Huntington Chair Corporation, Box 2111, Huntington, W. Va., manufacturer of quality furniture, announces the opening of a new showroom at 96 Northeast 40th St., Miami, Florida. The large new structure is laid out for effective display of the more than 170 patterns in the Huntington furniture line, including case goods, seating and sleeping room furniture, tables and desks. A feature of the permanent exhibit is a display of pre-built units, built to architects' specifications and designed especially for school and college dormitories.

Owens-Illinois Glass Co., Toledo 1, Ohio, manufacturer of glass products, announces the opening of the Owens-Illinois Technical Center in Toledo, Ohio. The attractive modern building is equipped to take a project from the fundamental theory through final pilot plant testing under commercial conditions. Five hundred scientists and engineers work in the new center, constantly seeking new and improved glass products and better ways of making them.

PROD

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College & University Finance Associates	Investment Bankers
Daige Television	Teaching Aid
Day-Brite Lighting, Inc.	School Lighting
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Haywood-Wakefield Company	School Seating

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When, in either an advertisement or "What's New" you locate the product, turn to the index to advertisements on the preceding page or to the index of "What's New" items (right) where you will find the key number for the item. Items advertised are listed alphabetically by manufacturer. "What's New" items are in Key Number order. Circle the corresponding key number on the card below for each item in which you are interested. The second card is for the use of someone else who may also want product data.



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January, 1956

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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January, 1956

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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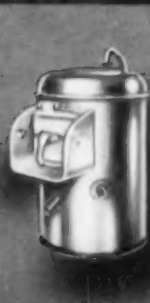
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